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ABSTRACT

A model program was developed and implemented for a Middle School population of 129 gifted and talented students in a suburban Philadelphia School System. Administrators, parents, students, regular, and special teachers were involved. The model included a tutorial program for gifted underachievers, a special counseling program for gifted students experiencing disciplinary problems, and specially designed minicourses developed to meet the needs and interests of Middle School gifted students. A program of teacher training in giftedness and education of the gifted was conducted. Avenues of communication were established between gifted program teachers, parents, students, and regular program teachers; and an evaluation was undertaken at two stages of program development. The academic aspects of the model were implemented in a second district secondary school the following year. (Appendixes include gifted program student selection standards, teacher inservice training information, gifted students' behavioral system forms, gifted students' tutorial program information, minicourse descriptions, communication examples, a sample individual educational program, field trip information, and all program evaluation questionnaires.) (Author)

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# A MODEL PROGRAM FOR MIDDLE SCHOOL GIFTED AND TALENTED STUDENTS

by George L. King[1]

Submitted in partial fulfillment of the requirements
of the National Ed. D. Program for Educational Leaders,
Nova University

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Individual Practicum
Dover II Cluster
Submitted: October 18, 1980

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# ABSTRACT PAGE

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## ABSTRACT

A model program was developed and implemented for a Middle School population of 129 gifted and talented students in a suburban Philadelphia School System. Administrators, parents, students, regular and special teachers were involved. The model included a tutorial program for gifted underachievers, a special counseling program for gifted students experiencing disciplinary problems, and specially designed mini-courses developed to meet the needs and interests of Middle School gifted students. A program of teacher training in giftedness and education of the gifted was conducted. Avenues of communication were established between gifted program teachers, parents, students, and regular program teachers and an evaluation was undertaken at two stages of program development. The academic aspects of the model were implemented in a second district secondary school the following year. Appendices include gifted program student selection standards, teacher in-service training information, gifted students' behavioral system forms, gifted students' tutorial program information, mini-course descriptions, communication examples, a sample Individual Educational Program, field trip information, and all program evaluation questionnaires.

# A MODEL PROGRAM FOR MIDDLE SCHOOL GIFTED AND TALENTED STUDENTS

## TABLE OF CONTENTS

Introduction .......................................................v

Chapter I
Identifying the Problem.............................................. 1
  General Conditions................................................ 1
  Teacher Questionnaire Results - 1978.............................. 2
  Parent Questionnaire Results - 1978............................... 3
  Student Questionnaire Results - 1978.............................. 4
  Needs Assessment.................................................. 5
    Standardized Test Scores........................................ 5
    Report Card Grades.............................................. 8
    Discipline Problem Analysis.....................................11
  Summary...........................................................11

Chapter II
Terminal Objectives of the Practicum................................13

Chapter III
Strategy for Achieving Objectives...................................16
  Review and Implications of the Literature.........................18
  Conclusions.......................................................26

Chapter IV
Process Objectives of the Practicum.................................27

Chapter V
Design of the Practicum.............................................30
  Setting the Stage.................................................30
  Workshop Objectives...............................................31
  Workshop Participants.............................................32
  Workshop Procedure................................................33
  Preparing Students and Staff for the Model Program................34
  Gifted Program Academic Model.....................................36
  Gifted Program Disciplinary Model.................................37
  Further Staff In-Service..........................................38
  Pilot Model to Full Scale Implementation..........................39
  Communications....................................................41
  Independent Study Units...........................................42
  Gifted and Regular Program Coordination...........................43
  Concluding Activities.............................................43

TABLE OF CONTENTS
(continued)

Chapter VI
Financial Aspects.....45

Chapter VII
Evaluating the Effectiveness of the Model Gifted Program.....50
  Methodology.....50
  Process Objectives.....50
    Process Objective One.....50
    Process Objective Two.....52
    Process Objective Three.....53
    Process Objective Four.....57
    Process Objective Five.....58
    Process Objective Six.....59
    Process Objective Seven.....61
  Terminal Objectives.....61
    Terminal Objective One.....61
    Terminal Objective Two.....62
    Terminal Objective Three.....63
    Terminal Objective Four.....65
    Terminal Objective Five.....66

Chapter VIII
Institutionalization.....67

Chapter IX
Dissemination.....71

Chapter X
Summary.....73

Bibliography.....75

Appendices.....77
  A. Pupil Referral Standards and Placement Procedure for Gifted Education.....78
  B. 1978 Teacher, Parent and Student Triad Program Evaluation Questionnaires and Results.....82
  C. 1978 Middle School Gifted Students' C.T.B.S. Score Chart.....88
  D. 1978 Middle School Gifted Students' Report Card Grades Chart.....93
  E. 1978-79 Middle School Gifted Students' Discipline Referral Statistics.....98
  F. 1978-79 Gifted Program Master Schedule.....99
  G. Model Gifted Program Curriculum Workbook.....101
  H. 1979 Summer Workshop Participants' Evaluation Questionnaire.....173

TABLE OF CONTENTS
(continued)

I. Gifted Pilot Program Mini-Course Descriptions............174
J. Middle School Discipline Referral Form...................175
K. Gifted Students' Behavioral System Contract..............176
L. The Wiener Attitude Scale................................178
M. In-Service Evaluation Questionnaire and Results - January, 1980.................................180
N. Pilot Program Parent and Student Evaluation Questionnaires.......................................181
O. Gifted Program Course Selection Sheets...................184
P. Completed Course Outline Samples.........................188
Q. Parent Communications....................................234
R. Staff Communications.....................................246
S. Student Communications...................................251
T. Independent Study Units - Examples.......................277
U. Gifted Program Field Trip Information....................280
V. Post Program Student, Teacher and Parent Evaluations.........................................288
W. Gifted Student Individual Educational Program............294
X. Summer Workshop Program - Swarthmore Junior High School, 1980......................................297
Y. Pre and Post Program Pilot Group Standardized Test Scores Comparison Chart............................302
Z. Pre and Post Program Pilot Group Report Card Grades Comparison Chart................................306
AA. Gifted Program Tutorial Release Form....................310

## TABLES

Table 1 - Standardized Test Score Summary - Gifted Students - 1978-79
Table 2 - Report Card Grade Summary - Gifted Students - 1978-79
Table 3 - Pilot Program Course Offerings
Table 4 - Regular Teacher Salary Proration Chart
Table 5 - Model Program Expenditures - 1979-80
Table 6 - Old and New Model Program Cost Comparison Chart
Table 7 - PRE and POST Program Teacher Evaluation Questionnaire Summaries
Table 8 - PRE and POST Program Student Evaluation Questionnaire Summaries
Table 9 - PRE and POST Program Parent Evaluation Questionnaire Summaries
Table 10 - Pilot Group PRE and POST Program Standardized Test Scores Summary
Table 11 - Pilot Group PRE and POST Program Report Card Grades Summary
Table 12 - Pilot and Regular Group Disciplinary Comparison Chart 1979-80

# INTRODUCTION

The Wallingford-Swarthmore School District encompasses the communities of Rutledge, Swarthmore, Nether-Providence and Rose Valley and is situated approximately fifteen miles southwest of the city of Philadelphia. The district has a school population of 3,575 (January 1980), housed in three elementary schools, one middle school, one junior-senior high school and one high school. The communities are white collar, middle to upper-middle income. Swarthmore is the home of Swarthmore College. Most parents are college graduates, and many hold graduate degrees. During the 1979-80 school year, there were approximately 450 students from grades three through eight identified, according to standards set by the Pennsylvania Department of Education, and the Wallingford-Swarthmore School District, as gifted and eligible for participation in a district-wide program for gifted students. (See Appendix A). At the Nether Providence Middle School, with a total school population of 593, there were 129 students involved in the Gifted and Talented program.

The Wallingford-Swarthmore School District began its gifted program in 1976 with a pilot of the Triad Enrichment Program at the elementary level. After a thorough community and staff assessment of needs and an analysis of the regular education program the Triad program was developed and named by Dr. Joseph S. Renzulli of the University of Connecticut. The Rationale for the Renzulli Program stated:

> Our total effort to provide for gifted and talented students will consist of both special education enrichment experiences and an appropriately modified regular education program...it is important to emphasize that all teachers have a responsibility for making appropriate

> modifications in the curriculum for highly able students...(the program) will consist of a coordinated effort involving joint planning on the parts of regular classroom teachers, special education teachers, parents and students.

Three of the Objectives of the program were: ... (1) " to coordinate the experiences that gifted and talented youngsters pursue in the gifted program with the regular curriculum and with already existing programs that are designed to meet the needs of students with advanced abilities and special interests; (2) to develop awareness about the nature and needs of all students on the parts of the total school faculty, the student body and the community at large; (3) to develop a continuous program of in-service training for special education teachers and the total faculty that focuses on the characteristics of gifted and talented students and appropriate teaching methods and materials that could be used to further develop these characteristics."

In the spring of 1978 the Triad Enrichment Program was extended to include the sixth grade level at the Nether Providence Middle School. Students who had participated in the pilot elementary program formed the basis for the seminars which were small groups of 11-13, meeting half a day, once a week. These seminars were scheduled to draw students from their regular classes; however, meeting days and times were rotated so that the same classes were not affected each week. Activities were selected from the Renzulli Triad Enrichment Model and were designed to develop problem solving skills. The program teacher was an itinerant Triad program teacher from one of the district elementary schools. Teachers, parents and students were asked to complete evaluation questionnaires at the end of the semester to assess the effect of the program and determine areas where refinement and improvement were needed. (See Appendix B).

Problems discovered in reviewing the results of these evaluations indicated that the three previously mentioned program objectives of the Triad model were not being successfully met. As Principal of the Nether Providence Middle School, the writer was extremely concerned since he was ultimately responsible for the gifted program.

# CHAPTER I

# IDENTIFYING THE PROBLEM

## General Conditions

In the fall of 1978, a full-time Gifted Education teacher was hired for the Nether Providence Middle School. This teacher was to help plan for the expansion of the gifted program from one to all three grade levels and to service the needs of the increasing gifted population.

With the challenge of expanding the gifted program, which was presently operating on a "resource room" basis designed for the elementary level of the Renzulli Triad Model, the writer and the new program teacher decided it would be wise to explore an alternate program delivery model that might better meet the needs of the Middle School gifted population.

It was necessary, therefore, to accurately identify all of the problems existing within the present program model as well as the problems and needs of the Middle School gifted students. Since several problem areas had seemingly been identified on the 1978 teacher, parent and student program evaluations, the writer first conducted an intense investigation of these evaluation questionnaires. (See Appendix B). The results of this investigation are included in the following summaries.

## Results
## of the
## Triad Regular Classroom Teacher Questionnaire
## June, 1978

Of the teachers who responded, more than half indicated that they had been sufficiently informed of the reason children in their classes had been selected for inclusion in the program. The other half of the responses were divided between "no" and "uncertain". Most of the teachers, however, felt they had not been informed sufficiently about the goals, objectives and overall nature of the program or about the activities and learning experiences that took place.

The majority of responding teachers felt that there had not been sufficient coordination between the regular classroom activities and the gifted program activities. They also indicated that discussions of the students' progress had not taken place between them and the program teacher.

Concerning possible problems created by the program, most teachers felt "uncertain" about whether or not students had encountered any problems with classmates as a result of participation in the special program. Whether the students were "treated differently" by classmates was also an area of uncertainty, although almost half responded that they thought the students in the program were treated "differently." All but one teacher felt students had encountered problems relating to their regular school program as a result of participation and that scheduling problems often existed.

Based on the above responses, it was not surprising that almost all of the teachers responded in the affirmative when asked if students had neglected any of their regular classroom work as a result of program participation and if their own jobs had been complicated in any way as a result of having students removed from their classes for the program.

When questioned regarding student attitudes toward the special program, most said they believed students felt "positive" and "somewhat challenged," yet indicated that they "seldom" expressed pleasure or enjoyment in the work that they were doing in the program to the regular classroom teacher.

## Results
## of the
## Triad Parent Questionnaire
## June, 1978

Most parents responding believed they had been sufficiently informed about the reason their child was selected for the program, about the goals, objectives and overall nature of the special program, as well as about the activities and learning experiences their children would take part in while participating in the program.

Many parents felt they had not been sufficiently informed of their child's progress in the program and had not been invited to discuss that progress with the special program teacher. However, most did indicate they had exchanged enough information so that the teacher knew the child "as much as possible."

When asked if their child had encountered any problems with neighborhood friends or children in the regular classroom as a result of participation in the special program, most parents responded negatively. However, with a few exceptions, most parents felt their child encountered some problems in his or her regular school program as a result of participation. Those who believed a problem did exist in this respect noted that "(he/she) often misses regular work" and that the "teachers resent (it)."

When commenting on various aspects of their child's attitude toward the special program, most parents believed their child felt "positive" and was "somewhat challenged" by the program. They noted their children "sometimes" expressed pleasure about what was happening in the program. Most parents said they would encourage their child to remain in the program.

Suggestions which were made for program development, change and improvement included: "more varied activities...better scheduling... respond to the interests of the students...limit to the truly gifted... incorporate more process communication...work on attitude of conceit."

## Results
## of the
## Triad Student Evaluation Questionnaire
## June, 1978

The sixth grade students, when questioned about how the special program had helped them to develop in thirteen various thinking skills and attitudes, indicated that the program had helped "much" or "a little bit." There were a few "a great deal" responses; likewise, a few "not at all" responses.

Students were asked to make suggestions for changes in the program. Many responses related to time and scheduling, indicating that conflict with the regular schedule was an area of major concern. In addition, trips and project work related to student interests were suggested.

In comparing regular classroom work to the work done in the program, most students noted that there was "no comparison;" that program activities were "different" and "more fun" although "not as hard," in the traditional sense. Also noted were the "freedom," "individuality," and the "chance for creativity" in the program.

## Needs Assessment

In addition to the above mentioned surveys, which were based strictly on parent, teacher and student opinions, the writer reviewed existing "hard data" relevant to the Middle School gifted population.

### Standardized Test Scores

First, an analysis of the Nether Providence Middle School gifted and talented students' standardized test scores for 1978-79 was made to determine whether these students were achieving at a level that could be expected of pupils identified as gifted, based on their having an intelligence quotient (I.Q.) of 130 or higher. (See Appendix C). The McGraw-Hill Comprehensive Tests of Basic Skills (C.T.B.S.) is the testing instrument which has been used by the Wallingford-Swarthmore School District since 1976 and which provides a national percentile rank for each student in the areas of reading, spelling, language, mathematics and a total battery percentile.

As students who possess an I.Q. of 130 or above have been nationally identified as falling in the 97th to 100th percentile, the writer concluded that as a minimum, the level of achievement that should be expected of the identified Middle School population would be the 90th percentile on each division of the C.T.B.S. as well as on the total battery.

The writer's analysis of the actual percentile scores of the entire Middle School gifted population revealed the number of those scores both above and below the anticipated expectation. The data from the C.T.B.S. analysis was summarized and appears in Table 1, page 7.

The number and percentage of gifted students falling below the 90th percentile expectation indicated that a possible problem existed. However, the extreme number falling below even the generous allowance of the 86th percentile was evidence that a real problem did exist with the present gifted program and with methods of instruction for that population at the Middle School.

Nether Providence Middle School
Gifted and Talented Program
Grades Six and Seven
1978-79
Standardized Test Score Summary

Number and Percent of Sixth Grade Students

Below the 90th Percentile

| Area | Number | Percent |
|---|---|---|
| Reading | 22 | 48.8 |
| Language | 20 | 44.4 |
| Mathematics | 28 | 62.2 |
| Total Battery | 18 | 40.0 |

Below the 86th Percentile

| Area | Number | Percent |
|---|---|---|
| Reading | 12 | 26.6 |
| Language | 12 | 26.6 |
| Mathematics | 21 | 46.6 |
| Total Battery | 10 | 22.2 |

Number and Percent of Seventh Grade Students

Below the 90th Percentile

| Area | Number | Percent |
|---|---|---|
| Reading | 13 | 39.3 |
| Language | 13 | 39.3 |
| Mathematics | 17 | 51.5 |
| Total Battery | 15 | 45.4 |

Below the 86th Percentile

| Area | Number | Percent |
|---|---|---|
| Reading | 6 | 18 |
| Language | 10 | 30 |
| Mathematics | 11 | 33 |
| Total Battery | 7 | 21 |

Total Scores BELOW Expectation - 147 or 47.1 Percent

Total Scores AT or ABOVE Expectation - 165 or 52.9 Percent

TABLE 1

## Report Card Grades

Since standardized test scores are only one indicator of academic achievement, the writer further looked at the academic success of the Middle School gifted students by surveying their actual report card grades (See Appendix D).

Since all students in the school are graded as A-B-C-D-E for the major subjects of mathematics, English, social studies, and science, this system was used in the analysis. Other Middle School subjects are graded on a scale that indicates O for outstanding, S for satisfactory, and U for unsatisfactory. They meet for a different number of periods and cover a range of elective subjects. The inconsistencies and the subjectivity of the grading system invalidated the use of those grades for this purpose.

The writer established the letter grade "B" as the minimum acceptable grade attainment for Nether Providence Middle School gifted students. This accepted letter grade was based on certain premises. First, while the "A" grade attained by students who exhibit competency at the 90 to 100 percent levels, might certainly be considered a reasonable, minimum standard, the writer chose to use the "B" grade attained at the 80-90 percent level. This choice was due to such factors as student absences from class for illness, integration into the present gifted program, an exceptional number of long-term substitute teachers (eight) during the 1978-79 term, and an informal upgrading of the school's report card system. Secondly, all Middle School students are grouped in sections heterogenously. This validates the normal expected grade range of the population upon which the grading system is applied in all classes.

The grade distribution charts for the entire Middle School population for 1978-79 revealed that thirty-two percent of the students attained grades of "B" or better, the expected range for gifted students. Therefore, with twenty-one percent of the Middle School students having been identified as gifted, those students could reasonably be expected to achieve in the grade range of the top thirty-two percent of the school population.

In reviewing the report card data the writer used the obtained final letter grade for each Middle School gifted student in their four major subjects for the 1978-79 school term. The data from that review is summarized on Table 2, page 10.

The number and percentage of gifted students who fell below the grade expectation was extreme. Of special concern to the writer were the areas of mathematics for both the sixth and seventh grade populations and language arts for the seventh grade.

Nether Providence Middle School
Gifted and Talented Program
Grades Six and Seven
1978-79
Report Card Grades Summary

Number and Percent of Sixth Grade Students Below the "B" Grade Expectation

| Subject | Number | Percent |
|---|---|---|
| Social Studies | 15 | 33.3 |
| Mathematics | 21 | 46.6 |
| Science | 13 | 28.8 |
| Language | 12 | 26.6 |

Number and Percent of Seventh Grade Students Below the "B" Grade Expectation

| Subject | Number | Percent |
|---|---|---|
| Social Studies | 15 | 45.4 |
| Mathematics | 18 | 54.5 |
| Science | 13 | 39.3 |
| Language | 17 | 51.5 |

Total Report Card Grades BELOW Expectation - 117 or 37.5 Percent

Total Report Card Grades AT or ABOVE Expectation - 195 or 62.5 Percent

TABLE 2

## Discipline Problem Analysis

A final view of the problems of the Nether Providence Middle School's gifted students was seen after a study of student discipline referrals was made by the writer.

Since discipline records were accurately kept on each referral, the writer was able to chart these referrals by category, by the total number in each category, and by the number and percentage in each category attributed to gifted population. (See Appendix E).

A reasonable expectation would be that gifted students should exhibit behavior that was more mature in nature than other students. As a minimal expectation, gifted students could be expected to exhibit behavior no worse than other students. However, in 13 of the 19 charted discipline categories, the converse was true. This seemed to indicate that a negative attitude existed in the classroom, possibly on the parts of both the students and the teachers.

## Summary

The major problem areas, as revealed in the opinion survey and the writer's review of the hard data, were: a lack of expected academic achievement on the part of some of the identified gifted, as evidenced by standardized test scores and actual report card grades; coordination between the regular educational program and the special program; the "social status" of the program, both within and without the school; and the lack of in-service information disseminated to the regular education teachers on the nature of "giftedness" and gifted education.

The Wallingford-Swarthmore School District presented the writer with two unique sets of circumstances: the fact that there was a high percentage of identified gifted, and the fact that the gifted program had not been developed beyond the seventh grade level.

During the 1979-80 school year, approximately 450 students from grades three through eight participated in the district-wide program, with approximately 130 students participating at the Middle School. This represented an identified gifted population of over 20 percent, a high score by national standards.

There were several possible reasons for this high score: Wallingford and Swarthmore are upper-middle income, white collar communities; they are approximately twenty miles from Philadelphia; Swarthmore is the home of Swarthmore College; and most parents are college graduates, with many holding graduate degrees.

The high percentage of identified gifted, along with the necessity to refine and further develop the program at the secondary level, combined to create a need for achievement of certain objectives so that the regular educational program could meet the needs of the gifted population.

It was the intent of this project to address the five identified problem areas taking into account the large percentage of identified gifted and the need to expand the gifted program beyond its current level.

# CHAPTER II

## TERMINAL OBJECTIVES OF THE PRACTICUM

The writer's purpose for selecting this project was to significantly upgrade and expand the gifted and talented program of his school in order to better meet the needs of the gifted population. Because of deficiencies in the program design, in teacher preparation, and in communications and articulation with the regular program teachers, many problems were manifested in the existing gifted program and were adversely affecting the students. Lack of anticipated success in academic and disciplinary areas was symptomatic of the underlying problem. Therefore, it was the writer's intent to develop a new model program that would successfully address these problems. In order to measure whether or not the new model met the identified needs of the Middle School gifted students, it was necessary to establish certain terminal objectives for the project. The 1979-80 eighth grade gifted population was established as a pilot group for this purpose. It should be noted that this group was identified as the 1978-79 seventh grade in Chapter I.

### Objective One

As a result of participation in the Model Program, the Nether Providence Middle School eighth grade gifted students who fall below the 90th percentile on the Comprehensive Tests of Basic Skills will be reduced to the following percentages:

| | Pre-program percentage | Post-program percentage |
|---|---|---|
| Reading | 39.3 | 15 |
| Language | 39.3 | 15 |
| Mathematics | 51.5 | 15 |
| Total Battery | 45.4 | 15 |

## Objective Two

As a result of participation in the Model Program, the Nether Providence Middle School eighth grade gifted students who fall below the report card grade of "B" during the 1979-80 school term will be reduced to the following percentages:

| | Pre-program percentage | Post-program percentage |
|---|---|---|
| English | 45.4 | 15 |
| Social Studies | 54.5 | 15 |
| Mathematics | 39.3 | 15 |
| Science | 51.5 | 15 |

## Objective Three

As a result of participation in the Model Program the percentage of eighth grade gifted student disciplinary referrals during the 1979-80 school term will be reduced to a point that would indicate better behavior than other Middle School students on each of the 19 behavioral categories annually charted by the school administration.

## Objective Four

As a result of the Model Program design, the conflicts gifted students face in the choice between special program and regular classroom activities will be reduced to a minimum of 90 percent as measured on the pre- and post- program student evaluation questionnaires.

### Objective Five

As a result of the Model Program design, the teacher concerns regarding students' absences from classes in order to participate in the special program will be reduced to a minimum of 90 percent, as measured by comparing the pre-program evaluation questionnaires with their post-program evaluation questionnaires.

## CHAPTER III

## STRATEGY FOR ACHIEVING OBJECTIVES

While reviewing the literature it became apparent to the writer that no single strategy or program could possibly meet all of the objectives of this project. The writer therefore decided to employ a combination of several proven strategies to accomplish the task.

After the extensive search of the literature which was accomplished through the services of Educational Resources Information Center and Research and Information Service for Education, the writer reviewed the following articles and found them to be the most pertinent in dealing with the objectives of this practicum.

"Implementing Mini Programs for Middle School Gifted Students: An Institutional Project of Broward Community College and the School Board of Broward County, Florida," by Carol Findley.

Summary

This article is a description of a pilot-model series of seven mini programs (astronomy, learning resources, library, art, psychology, self-concept and mass communications) conducted on a local college campus which offered such resources as a planetarium, psychology lab, closed circuit television, computer system, etc. The areas of study chosen were those not available in the public schools from which the students were drawn. College specialists designed all of the mini programs; private cars provided transportation, Pre- and Post-Testing was done, and field trips and advanced reading and study programs were designed in keeping with the expressed interests of the participating students. Behavioral objectives were established for each mini program, and taped interviews were used for evaluation purposes afterwards. Teacher workshops were held periodically throughout the year to provide information for regular education staff. Basic to the philosophy of the Broward County program is the theory that "no one person, one source, one method of instruction is efficient or sufficient." A neighboring county (Folk) program was described also. Titled "Matchmaker", it matches student talents with available resources. Among other services available (identification, etc.), the regular classroom teacher may ask "Matchmaker" to provide enrichment in the form of a resource program for one or a small group of gifted students, or he may ask for an enrichment speaker for an entire class. Ten teachers have been trained to assist in planning the program.

## Implications

The theory that multiple resources must be utilized to best meet the needs of the Middle School gifted is a valid one. The cooperative programs with a local college, which offers to the gifted advanced level study and facilities which are not available in the regular school program, are an excellent solution to the problem of "what to do for the gifted few?" The "Matchmaker" program provides an additional method: by providing assistance to the regular classroom teachers in planning and location of resources, the needs of the gifted can be attended to within the regular school program. The training of regular classroom teachers in the identification of the gifted and appropriate techniques for dealing with them is still further insurance that the regular program can assume responsibility for meeting the needs of the gifted.

"The Abilities of Young Children by Martinson and Seagoe," published by the U. S. Department of Health, Education and Welfare.

Summary

This is a description of techniques by which creative abilities can be measured and stimulated within the curricular areas of science and language arts. In order to assess creativity and originality in science it is necessary to widely sample responses to science problems, performances on open-ended science experiments and on widely different structured experiments. Sample problems were described. Responses were evaluated by judges and rated by "originality dimensions" (novelty, uniqueness in idea or expression variety, and fluency in output) and by "effectiveness of expression dimension" (appropriateness of solution, logic). It was noted that in the area of language arts "the type of assignment which requires that students write creatively during a given period of the school day inhibits rather than encourages truly creative writing." Instead, students should be encouraged to use ample free time during the week. Suggested topics were open, as were directions. Student writing was rated according to "originality dimension" (novelty, uniqueness of idea or expression, variety and fluence of output), "effectiveness of expression dimension" (aesthetic quality, impression of feeling, effective use of elements and/or media).

Implications

The value of a program such as this is the concrete application of the concepts within curricular areas and the possibility of implementation within the regular school program by the regular education staff. With in-service training in creativity, regular education staff could develop activities in the classroom to develop creative thinking skills related to specific subject matter.

" A Program for Gifted and Talented Students in the Fourth, Fifth and Sixth Grades in the North Kitsap School District (Poulsbo, Washington), by Sally James, published by E.R.I.C.

Summary

This is a description of a program designed to offer a compromise between "mass homogenized education and individualized instruction." The teacher is regarded as a methodologist, an "educational programmer." The program's thesis is that many gifted children have stopped advancing in the development of gifted behaviors due to lack of appropriate programs. It is suggested that curriculum must be continuous and flexible and that teachers should continually modify the curriculum to meet the needs of the pupil. The program emphasis is on the fostering of effective problem solving techniques, the development of critical thought, and the fostering of individual resourcefullness and self-sufficiency: all goals whch need precise structuring and planning. The programs five major objectives are: academics, social skills, self management, physical education and the fine arts and critical thinking. There are five components for meeting each objective: skill awareness, skill acquisition, skill mastery, skill application and skill transfer to others. The program model prescribes "a comprehensive program of awareness, relevancy, acquisition, application and sharing." The steps for implementation are: 1) Screening; 2) Development of Programs; 3) Field Testing. Available program "packages" exist in Marine Science, Electricity, Language Arts and Fine Arts. Programs are conducted at enrichment "centers" staffed with part-time instructors who are advised and aided by parents who serve on an advisory council.

## Implications

This type of program, which develops specific skills through subject matter related activities designed to appeal to student interests, could be a basis for expansion of the resource room concept. The "center" programs would not necessarily have to take place in the resource room; programs could be developed in conjunction with the regular education teachers and utilized in their classrooms, either on a "cluster" or independent study basis. The resource room teacher could assist the regular classroom teacher in identification of student interests and abilities and could facilitate implementation of the programs.

"Counseling-Instructional Programs for the Intellectually Gifted" by Louise M. Bachtold.

## Summary

This is one part of a three year program, Project Talent, a counseling instructional plan developed in the San Juan, California, Unified School District. Gifted students in grades 7, 8 and 9 were placed in the program for which both cognitive and affective objectives were established. Small groups met every two weeks with a counselor. The counselors and teachers of English and social studies planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. In-service training and program planning continued throughout the school year. Evaluation was in the form of rating sheets to measure feelings and attitudes, of case studies and of student self-evaluation. Program goals were to improve attitude towards life, increase quality of production, and develop creative thinking and love of learning. Objectives were: 1) to meet individual educational and guidance needs; 2) to promote educational and developmental goals; 3) to advance communication skills; 4) to encourage development of a set of values; 5) to promote more effective learning of English and social science; 6) to foster creative growth.

### Implications

Because this program requires no additional teaching staff and a counselor's services are needed only an average of one hour each week for each participating small group of gifted, it is an economical and efficient one. The program is an excellent example of interrelating counseling and classroom activities which serves to meet the needs of gifted students, but which could serve for students other than the gifted as well. Teachers learn to interpret the behavior of their students in terms of psychological principles as well as academic understanding. Counselors share their judgments concerning curriculum content and educational methods with students and teachers. This interchange of roles and ideas can bring about more positive control of student awareness and maturity, as well as meaningful subject matter modifications.

"Training Teachers for the Gifted and Talented" by June C. Maker. Published by the Council for Exceptional Children.

### Summary

This report examines various in-service models, including the summer institute, demonstration center and service center. The study concludes that to be successful any program must: 1) be based on sound theory or a combination of theories and practices; 2) allow for continuing in-service education; 3) use methods which have been successful and which provide for maximum participation of the teacher in his or her own learning; 4) give teachers adequate specific examples of classroom applications as well as assistance in developing these applications for their unique situations; 5) initially train those teachers who are most change-minded, and 6) carefully select leaders of in-service training.

The role of the teacher is integral to the educational change process, yet "at present the majority of teachers are resistant to change...many times we must hope to develop a training program that will produce the kind of teachers we really want." The characteristics of teachers of the gifted and talented, according to the author, should be: intelligence, flexibility and creativity, self-confidence, possession of a variety of interests, a sense of humor, patience, and fairness, sympathy to the problems of the gifted, enthusiastic, and willingness to facilitate rather than direct learning. There are many "subgroups" of gifted, the intellectually gifted and the creatively gifted being only two; and there are teacher "types" who are best suited to each subgroup: "we must accept teachers who can be really good at teaching a certain group and realize that it is impossible to find perfect teachers for all gifted programs."

Goals for an in-service program should be to increase a teacher's potential for success in teaching gifted by developing a) knowledge of the basic characteristics and needs of children possessing a particular talent; b) skill in the willingness to be a guide rather than a dictator; c) skill in and willingness to utilize techniques of individualizing instruction, including methods and instruments for identification and diagnosis, for programming and planning activities, and for evaluation opportunities", a case-study approach.

Implications

The case-study approach and the development of program options are excellent ideas to incorporate into the development of an expanded secondary program for the gifted.

"Provisions and Procedures for the Rapid Learner in Selected Texas Junior High Schools" by Lewis Homer Herring. U. S. Department of Education.

Summary

This report was undertaken to determine what provisions are currently being made for rapid learners in the four major subject areas: (1) Mathematics - acceleration and enrichment summer programs; encouragement of participation in Science-Math Fairs; mathematics libraries in the classrooms for supplemental material; senior high school level work done when required work is finished; research on special projects, math projects and oral reports (History of Hindu-Arabic Systems). (2) Science - projects related to investigation of the environment or illustrative of an area of interest; scrapbooks (enrichment through reading/study); charts illustrating a topic in a comprehensive way; building of displays and models; group research on a subject and presentation. (3) English - broadcasting of radio programs; publication of a school paper; presenting a school play; extra library reading and reporting; literary club; enrichment reading lists. (4) Social Studies - individual research; critical thinking and analysis of social problems; current events work; tutoring peer underachievers; work on campaigns for school officers. Other alternatives in existence in Texas Junior High Schools based on the mental, physical, emotional and social needs of the students; and d) the ability and willingness to assume a variety of roles while teaching.

## Implications

The writer concluded that the most appropriate in-service model for adoption at the Middle School level is the summer "institute". Due to to the inavailability of students during the summer months, the demonstration center is not feasible. At a future time, the district "service center" may be possible. The goals stated for an in-service program are specific and relevant in nature. The characteristics desirable in teachers of the gifted and talented are, though idealistic, capable of being developed to some degree in all teachers who will work with the gifted and talented on a day to day basis in the regular education program. The establishment of a summer institute, which will train a nucleus of teachers who can serve as "agents of change" within the regular education program, is a necessary first step in this process.

"Educational Facilitation for Mathematically and Scientifically Precocious Youth", Lynne Fox, U. S. Department of Education.

## Summary

The objective of the Johns Hopkins program is to create a "flexible program for each...which allows for individual differences, enriches experience, increases opportunity and telescopes the amount of time spent in school". The report notes that "early admission and timesharing" are two alternatives already in existence at the college level. The writer believes that individual determinations should be made on the basis of "cognitive abilities, intests, maturity and available are: the Free Time Program, where gifted select a major work project to be done with the supervision of an assigned teacher one period each week; Advanced Courses, where eighth graders take one freshman course in addition to their regular eighth grade curriculum; Science Course, where selected eighth graders take ninth grade science and then biology in ninth grade.

The report stated that "the following provisions should be found if the rapid learner is to meet the challenge that is his in a highly developed technological society: 1) provide a well developed plan for identifying the rapid learner and 2) to provide an organizational program of learning experiences which present REAL challenge to (His) special abilities." In addition, the report stated "common ways of enriching curriculum for rapid learners are: 1) enrichment provided by specialized curriculum in segregated groups and 2) enrichment through specialized adaptation of the instructional program in regular classes." Cited instructional methods and techniques noted as appropriate for the rapid learner were: 1) pupil participation in planning learning activities; 2) pupil leadership in carrying on learning activities; 3) creative work encouragement; 4) freedom to select individual projects; 5) variety of instructional materials; 6) problems and projects which demonstrate abstract and critical thought; 7) individual and group oral activities; and 8) a minimum of repitition and drill.

## Implications

The many activities within the major subject areas provide realistic options for use at the Middle School level. Some of these (Science Fair projects, for example) are currently available in the existing regular education program. Others could be easily made available to the gifted within the classroom and integrated within the regular curriculum.

## Conclusions

The research illustrated the variety of approaches to education of the gifted at the secondary level. The programs, however, shared certain common characteristics: utilization of multiple district and community resources; an emphasis on development of specific thinking skills, particularly creative thinking; and the selection of differentiated materials and activities for the gifted related to specific curricular areas. In addition, most of these successful programs placed the selection and training of teachers of the gifted as a primary goal. Several developed on-going, in-service training for both special and regular program staff members. Varied resources, for teachers and students alike, assured that individual needs of the gifted could be met; the programs also suggest that secondary schools, in order to allow for individual differences among the gifted, provide many options (alternatives) within the regular education program offerings. Several of the programs, described in the research, utilized the "entire child" approach to the development of the gifted child's abilities: individual case-studies and special guidance services are two technique examples.

# CHAPTER IV

## PROCESS OBJECTIVES OF THE PRACTICUM

In accordance with the conclusions drawn from the project research, the writer selected a strategy for resolving the identified problems that incorporated certain proven procedures. These procedures were considered vital to the success of the project and are expressed below in the terms of "process objective".

### Objective One

The writer will provide training for a nucleus of teachers to act as "agents of change" for the gifted and talented program by development of their:

a. knowledge of basic characteristics and needs of children possessing particular talents and/or abilities
b. skill and willingness to guide rather than dictate
c. skill and willingness to use techniques of individualized instruction (methods and materials for identification, diagnosis, programming and planning, and evaluation)
d. willingness and ability to assume a variety of roles while teaching.

### Objective Two

The writer will develop a continuous program of in-service training for the total faculty that focuses on the characteristics of gifted students, appropriate teaching methods, and instructional materials that will result in a minimum of a 50 percent improvement in acceptance of the gifted program by the Middle School Staff as measured on the pre-and post-program teacher evaluation questionnaire.

### Objective Three

The faculty, students and parents will develop an awareness about the nature and needs of gifted students that will result in a 50 percent improvement on questions related to communication and awareness on the teacher, student, and parent questionnaires.

### Objective Four

The Model Program Staff will coordinate the experiences in the gifted program with the regular curriculum and with already existing programs through development of independent study units.

### Objective Five

The Model Program Staff will better relate curricular activities to the specific abilities and interests of gifted students through development of a minimum of four mini-courses designed to meet their needs.

### Objective Six

The writer will develop a secondary program model for the Middle School which will meet the needs of all identified profiles of gifted, in both the cognitive and affective domains, and will have this model adopted by the Wallingford-Swarthmore School Board as the District Program for Middle and Junior High School gifted and talented students by August, 1980.

### Objective Seven

The writer and Model Program Staff will establish communication with parents of the gifted in order to reduce concerns expressed in the pre-program parent questionnaires, a minimum of 50 percent as measured on the post-program questionnaire.

# CHAPTER V

# DESIGN OF THE PRACTICUM

## Setting the Stage

In order to address the problems previously identified in the Needs Assessment section of this report, the writer held a series of meetings with the School District's Director of Special Education (gifted education is classified under special education in the state of Pennsylvania), two Middle School teachers of the gifted, the two Middle School guidance counselors, and the Assistant Principal. The writer identified this group as the Model Program Planning Committee.

During these meetings the writer shared the hard data pertaining to the problems of the Middle School gifted students and his own findings from the review of the pertinent literature with the committee. Using that information as a base, the group drafted possible problem solutions and explored program alternatives. As a result, the ensuing plan was developed.

The committee first decided to hold a Triad (gifted) Summer Workshop to develop a program model for the 1979-80 school year, and to train a nucleus of teachers to implement that model. It was also determined that the eighth grade gifted population would serve as a pilot group for the first semester in order to test the model before full scale implementation in the second semester.

Dr. Frances Carter of Villanova University and the Delaware County Intermediate Unit, a local leader in gifted education, was contracted by the writer to conduct the one-week workshop. The committee met with her in June 1979 and established the following primary and secondary objectives for inclusion in the workshop.

## Workshop Objectives

### Primary

1. To broaden the list of electives available to eighth grade Triad students for the 1979-80 school year, outlining course content for each new elective.

2. To establish a nucleus of interest areas for sixth and seventh grade Triad electives - to be developed more fully during the 1979-80 school year.

3. To suggest means of assisting regular classroom teachers in coordinating the Triad experience with the regular school curriculum.

4. To outline a long-range faculty in-service program to develop awareness of the characteristics, interests, and needs of gifted students and the teaching methods and materials most appropriate for these considerations.

5. To establish formative and summative evaluation plans for the Middle School Triad Program during the 1979-80 school year.

### Secondary

1. To review the principal characteristics, needs, and interests of the gifted Middle School student.

2. To identify the particular characteristics, needs, and interests of the Wallingford-Swarthmore Middle School Triad participants.

3. To list and demonstrate teaching strategies and differentiated activities indicated by these considerations.

4. To examine and become familiar with a variety of materials

appropriate to the learning styles of gifted Middle School students.

5. To demonstrate and discuss methods of including critical thinking skills, and creative activities within the learning process.

6. To indicate awareness of the constraints of the Middle School Triad Program in terms of the Wallingford-Swarthmore Triad Program guidelines, scheduling, staffing, and articulation with the regular academic program.

7. To discuss the change process and the role of workshop participants in facilitating attitudinal change regarding the Triad Program within the Middle School faculty.

## Workshop Participants

The workshop staff included students, teachers, and a parent, all of whom were chosen by the following processes:

### Student Selection

Two sixth and two seventh grade students were selected for participation in the summer workshop through an election held by pupils in the gifted program. As the project had been adequately funded by the School Board, monies were available to pay the student participants. At the five dollars per hour rate that was established by the writer, there was no shortage of students for the four positions. Twelve candidates campaigned by giving speeches to their gifted seminar classes. Six were sixth graders, and six were seventh graders. All would be returning to the Middle School the following year, therefore, all would be directly affected by the results of the workshop.

The selection criteria that the seminar group agreed on were that those students elected should be risk takers, possess excellent verbal skills, be good social interactors, have self confidence, and be independent thinkers.

Following the election, the successful candidates were prepared for their role in the workshop by the gifted program specialist. They met with her each afternoon for one week in early June and discussed the problems that they and other gifted students were experiencing with the present program and explored possible solutions for sharing with the entire workshop staff in August. At one of the early meetings the group revealed a deep concern about having an "equal role" with their teachers in the workshop. The Program specialist eased this concern through two role playing sessions which involved the students "persuading" the teachers to join with them in resolving several hypothetical student problems. The writer participated in the second session and encouraged the pupils to react as forcefully in the actual workshop as they had in the role playing sessions.

### Teacher Selection

The teachers were selected for the workshop and ensuing project by the writer based on their previously demonstrated areas of interest, certification, and experience in working with gifted students.

### Parent Selection

The writer sent out ten written requests but only received one volunteer for full-time participation.

## Workshop Procedure

The initial sessions dealt with characteristics of "giftedness" and attitudes toward gifted education. In the course of the workshop the following areas were studied: needs and interest of the gifted, Bloom's Taxonomy, affective education, creativity, materials for use with the gifted, teacher reference materials, and the gifted underachiever. Since one of the primary goals of the workshop was to produce an outline of courses for the 1979-80 school year, much of the workshop time was taken with curriculum planning and writing.

Various measures used by the Triad teacher had revealed specific topics of student interest. Courses were developed around these and other topics recommended by the student workshop participants. Because one of the major problems, as revealed in the Needs Assessment, had been the manner of scheduling, the participants determined that these courses be scheduled during "elective times" instead of in conflict with regular program classes (See Appendix F for Master Schedule). Every student in the Middle School had a minimum of six elective periods built into his/her schedule each week.

The product of the workshop was a "Curriculum Workbook" (See Appendix G). It was used by the program teachers as a basis for the elective courses. Each course had specific goals and objectives, along with suggested activities and materials, and allowed for maximum teacher flexibility, and continuing evaluation.

At the conclusion of the workshop, an oral and written evaluation took place (See Appendix H).

The courses and study units that resulted from the workshop efforts were then readied for piloting on the entire eighth grade gifted population during the first semester of the 1979-80 term.

## Preparing Students and staff for the Model Program

At the onset of the school term in September of 1979, the writer and Model Program Planning Committee in-serviced the Middle School faculty on the model program that had been developed during the summer. As there was a need for additional staff members in the gifted program, this session was also used to recruit the necessary teachers. The objectives and actual accomplishments of the summer workshop were used as the agenda for this in-service program.

When the students first returned to school, the writer held an assembly for all of the eighth grade gifted population (the Pilot Group). The new program model was explained by the four students who had participated in the summer workshop. They also informed the group that their role had included serving as a sounding board for curriculum and mini-course development, participation in demonstration lessons conducted by the consultant, and the choosing of materials for inclusion in the various courses and study units. Most important, however, they had suggested and had included in the program three separate mini-courses that they and other students had requested and helped to design.

The writer explained the new program registration procedure and each faculty member involved in the program gave a brief explanation of the content of the particular mini-course they would be teaching.

The student registration was completed, and the program commenced the second week of the fall term.

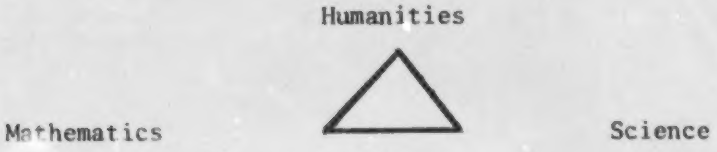
## Gifted Program Academic Model

The pilot model program staff included five regular program teachers and two special program teachers. There were nine elective mini-courses offered during the pilot phase of the project, and each one met for two periods per week. There were three to fifteen students enrolled in each of the courses. In addition, the pilot included three levels of special reading to which students with standardized reading scores in the 90 to 99th percentile were assigned. Table 3 illustrated the mini-courses offered in the Academic Model for the pilot phase of the program. Course descriptions for each were also developed (See Appendix I).

8th Grade Pilot Program

Man in a Scientific, Technological Society

(MASTS)



A study of contemporary man and the question of man's future from the points of view of the humanities and the sciences.

| | | |
|---|---|---|
| Humanities Seminars | | |
| | The 21st Century: | Man Himself<br>Man's Environment<br>Man's Future (Science Fiction) |
| | Persuasion: | Mass Media<br>Debate<br>Conflict Resolution |
| | Technology Seminars | Science<br>Mathematics (Computers)<br>Communications |

TABLE 3

Students who had not scored up to expectation, either in their standardized test scores or on their report card grades, were assigned to a special tutorial program. As Middle School tutors were presently working with regular program underachievers, it was a simple matter for the writer to expand that existing program to include the underachieving gifted. The tutors were given preparation time and received help from the gifted program specialist in designing individual remediation programs for all participants in the tutorial aspect of the model.

As a matter of implementation, gifted students who had scored at or above expectations were offered six periods per week of mini-course or independent study time while those who had scored below expectation were offered four gifted mini-course periods and two special tutorial periods.

The gifted program specialist was also responsible for the Individual Educational Plan (I.E.P.), scheduling of all gifted students into the mini-courses, assisting the program teachers with the independent study units and monitoring the tutorial and disciplinary aspects of the model.

## Gifted Program Disciplinary Model

As the data in the needs assessment of this project had indicated, the Middle School gifted students were experiencing more difficulty with disciplinary problems than were regular students. The writer, with the help of the assistant principal (the school disciplinarian) and the two guidance counselors, established a special format for dealing with any gifted students who were given a disciplinary referral (See Appendix J).

In accordance with the school disciplinary code, each gifted student offense was treated consistently with offenses by regular program students. Following this, each gifted student was placed in a group that was called the "Gifted Offenders of Discipline" (G.O.O.D.). The G.O.O.D. group met every Wednesday afternoon for group counseling with the assistant principal and a guidance counselor. During these sessions individual behavior modification programs were developed by the assistant principal and behavior contracts signed (See Appendix K).

Following those sessions, the guidance counselors held rap sessions with the group for the purpose of problem sharing. Peer suggestions for behavior change became one of two important elements of the guidance sessions. The second element was the sharing with the group of the student's feelings and concerns about his or her individual problem or relations with the involved teacher who had made the initial referral. While this counselor intervention was resented by some teachers, others found it to be most helpful. The writer had decided to use the counselors in this role instead of the assistant principal since the counselors were not members of the administration; and, therefore, were non-threatening in teacher-evaluation situations.

Students were placed in the G.O.O.D. group for three sessions and released. Repeat offenders were required to complete the entire three sessions again.

Many of the elements of the discipline-counseling sessions were extracted from the San Juan, California, Unified School District's "Project Talent" previously reviewed on page 20.

## Further Staff In-Service

In January, 1980, Dr. Carter's consultant services were again retained by the writer for the purpose of in-servicing the entire Middle School faculty and preparing them for the full program implementation.

Emphasis was placed on developing better understanding on the part of the faculty about the characteristics of gifted children and the most appropriate methods and materials to use in the educational process. The "Wiener Attitude Scale" (See Appendix L), was used to establish a criteria base for inclusion in the in-service presentation.

In response to an evaluation questionnaire (See Appendix M) regarding the value of the January in-service, over 90 percent of the respondants felt that the session had been of value and that they personally had increased their knowledge of the subject. Prior to the in-service 33 percent of those questioned felt they were "familiar" with the subject; afterwards 50 percent rated themselves as "familiar". However, only 40 percent indicated that they would apply knowledge gained to a classroom situation. A majority expressed interest in future in-service on giftedness and gifted education, with high interest shown in learning about teaching strategies, materials and curriculum. The results of the evaluation indicates a general positive response on the part of the teachers and showed a need for a continuing program of in-service in this area.

## Pilot Model To Full Scale Implementation

In December of 1979, the pilot phase of the project was evaluated by student participants, teachers and parents (See Appendix N). Minor revisions were made, and this model was expanded to include the entire Middle School gifted population for the second semester. Students chose from one to four of the expanded program's elective courses, based on their interests and abilities (See Appendix O).

In January, 1980, the expanded model was implemented with the following course changes and additions:

Pilot Model

8th Grade

Semester I

Humanities Seminars

1. Man Himself
2. Man's Environment
3. Man's Future (Science Fiction)
4. Mass Media
5. Debate
6. Conflict Resolution

Technology Seminars

1. Science
2. Computers
3. Communications

Special Reading

Level-1
Level-2
Level-3

Expanded Model

6th - 7th - 8th grades

Semester 2

Marine Biology

Design/the Man Made Environment

Getting to Know Yourself and Others

Creative Thinking

Science Enrichment

Math Games and Puzzles

Anthropology

Medieval Matters

Fantasy

Humanities Seminars

1. Mass Media
2. Introduction to Law

Technology Seminars 1 and 2

Special Reading - Levels 1 to 6

The expansion courses were initially developed in the 1979 summer workshop and further refined by the special program teachers during the January in-service program (See Appendix P).

The writer also found it necessary to recruit additional faculty members in order to have an adequate number of teachers for the expanded mini-course and reading levels of the program. As faculty interest in the model had been steadily improving following the in-service programs volunteers were readily available.

The writer, the student workshop representatives and the program staff held another orientation assembly to explain the new program model to the gifted sixth and seventh graders entering the expanded model. Registration for the second semester courses followed, and the full program was in effect by the first week in February, 1980.

## Communications

As communications had also been revealed as a problem area in the Needs Assessment, the project was also designed to enhance the improvement of communication with parents, regular program teachers and the student body.

### Parent Communication

The writer and Model Program Committee established three major means of parent communications: parent meetings, parent newsletters and parent conferences. In addition, a district-wide Parents' Advisory Council was formed. One result of the Council was communication with a larger segment of the total school community.

Three general parent meetings were held during the course of the year. The October meeting presented a program overview and offered parents the opportunity to meet program teachers. The February meeting was a "sharing session" planned by the pilot students and featuring the products of their first semester electives. At the May parent meeting students presented the results of their second semester course work. Three parent newsletters provided another vehicle for communication of information on giftedness, gifted education and parenting of the gifted. (See Appendix Q).

### Regular Education Staff Communication

The involvement of regular education program teachers in the program model helped to facilitate communication between the special program and the regular program. Teachers of Triad electives met monthly to review progress and to plan future activities. A newsletter (See Appendix R) was distributed to regular education program staff each semester, as well as the offering of reference reading and classroom materials for their use.

### Student Body Communication

One group of special program students conducted a series of after-school workshops, open to all of the student body. (Included were: photography, strategy games, the computer). A second group planned and conducted a school-wide puzzle and problem-solving competition. The Ink Spot, a literary magazine for the entire student body, was edited and published as a special program activity. (See Appendix S).

### Independent Study Units

Independent Study Units were available to students participating in the special program (See Appendix T). Students working on chosen independent study units related to a specific curricular area had regular program and/or special program teachers as their advisors and were individually scheduled for their work during study periods or after school. Materials and "pre-packaged" units were made available to all teachers by the gifted program specialist. Individual help was also available to students working on the units from the regular and special program teachers.

## Gifted and Regular Program Coordination

In order to coordinate the experiences in the gifted program with the regular curriculum and already existing programs, several cooperative ventures were undertaken by the special program teachers. For example, the music department and the gifted program sponsored a series of plays, concerts, and ballet performances. When seventh grade students were involved in a study of Elizabethan society, the special program teachers and language arts department conducted a special day of activities (food, drama, music, dance, and games). In addition, a series of relevant educational field trips were planned by the gifted program specialist for the benefit of the regular program teachers and selected regular program students in the special elective program courses. (See Appendix U).

## Concluding Activities

At the conclusion of the second semester in June, 1980, a full evaluation of the Middle School model program was conducted. Students, teachers and parents were again an integral part of the evaluation. (See Appendix V).

Parent conferences were then held to review individual progress in the program and to develop new I.E.P.'s for each student for the 1980-81 term (See Appendix W).

The Model Program Committee met in late June of 1980 to review the new data and evaluate the program results.

Also in June, the Board of School Directors approved the funding for the writer to in-service a group of teachers from the Swarthmore Junior High School (a sister school to Nether Providence Middle School in the Wallingford-Swarthmore District) on the model for the purpose of their implementing it in September 1980.

Again, the services of consultant Carter were contracted for by the writer and the Swarthmore teacher's workshop was held in July (See Appendix X).

In September, the Swarthmore students were given an orientation on the new model as it was refined for implementation in their school.

# CHAPTER VI

## FINANCIAL ASPECTS

Following the gifted program planning committee's selection of the previously described strategy for resolving the Middle School gifted program problems, it became the writer's responsibility to obtain the funding for the various aspects of that strategy. As the District had previously committed monies for gifted program specialists' salaries and the necessary supplies and equipment, a great portion of the financial problems were resolved. The remaining needs included the funding of teacher and consultant salaries for the two summer workshops and the financing of part of the regular program teacher salaries for the time they spent teaching in the gifted program. The regular teacher salaries for gifted program work would eventually be returned to the district under the State reimbursement formula for gifted education.

As the Superintendent of Schools had, in August of 1978, authorized the writer to develop a District Model Program, he was most cooperative in assisting the writer with financial support. At the June, 1979 School Board meeting he persuaded the Directors to allocate 2,048 dollars for the writer to use in the staffing of the 1979 summer workshop. This figure represented the salary calculation based on the rate of eight and five dollars per hour for the teacher and student participants respectively. Also, the Superintendent gave approval for the writer to carry over 1,000 dollars from the previous year's Middle School budget for the purpose of hiring the workshop consultant.

In May of 1980, the Board of School Directors approved a budget which included 2,000 dollars for the second summer workshop that the writer had planned for training model program teachers in the Swarthmore Junior High School. Also included in that budget was an additional 500 dollars for the consultant fee.

The final financial commitment for the project was in the form of actual cost to the District for the time the regular education teachers spent in the model program.

The Superintendent had given the writer full authority to use regular teachers in the model program to the extent allowed by the work load limits of the Bargaining Agreement with the local teacher's association. The regular teachers' available time for gifted program mini-course assignments was calculated after their major discipline classes were scheduled. Table 4 illustrates the actual salary proration of the regular teachers who participated in the gifted program.

## NETHER PROVIDENCE MIDDLE SCHOOL

### Gifted and Talented Program

### 1979-80 Regular Teacher Salary Proration Chart

| Teacher | Full Time Salary | Percent Charged to Gifted Program | Amount Charged to Gifted Program |
|---|---|---|---|
| A | $ 14,593.00 | 16 | $ 2334.00 |
| B | 11,641.00 | 10 | 1164.00 |
| C | 24,641.00 | 6 | 1464.00 |
| D | 14,906.00 | 6 | 894.00 |
| E | 17,832.00 | 6 | 1069.00 |
| F | 13,317.00 | 6 | 799.00 |
| G | 15,219.00 | 10 | 1522.00 |
| H | 18,836.00 | 10 | 1884.00 |
| I | 24,716.00 | 6 | 1482.00 |
| J | 14,906.00 | 6 | 894.00 |
| K | 11,641.00 | 10 | 1164.00 |
| L | 19,827.00 | 10 | 1982.00 |
| M | 12,481.00 | 6 | 748.00 |
| | | | $ 17,400.00 |

TABLE 4

Table 5 represents the actual expenditures for the Model Program during the 1979-80 term.

NETHER PROVIDENCE MIDDLE SCHOOL

Model Program Expenditures

1979-80

| | |
|---|---|
| Salaries | |
| One Gifted Program Specialist - Fulltime - | $ 15,500.00 |
| One Gifted Program Specialist - Halftime - | 7,200.00 |
| 13 Regular Program Teachers - Prorations - | 17,400.00 |
| Supplies | 1,928.00 |
| Equipment | 3,210.00 |
| Summer Workshop | 3,048.00 |
| In-Service Costs | 150.00 |
| TOTAL | $ 48,436.00 |
| State Reimbursement to District for the Gifted Program | 19,348.00 |
| Total Cost to District for the Model Program | $ 29,088.00 |

TABLE 5

Other Financial Considerations

A savings of one-half of a gifted program specialist's salary was also given consideration in the financial evaluation of the project. This savings was based on a State prescribed pupil to teacher ratio of 60 to one in gifted education. As the Model Program required just one and one-half special teachers for the 129 students, the previous model would have required two full time specialists under the ratio rule. The fact that regular program teachers were being used not only permitted the writer to do with less specialist time, it also permitted him to apply for State reimbursement to the District for using them in the gifted program. The estimated savings on the half-time specialist was 7,200 dollars and the actual State reimbursement to the School District was 19,348 dollars.

Administrative and guidance cost were not considered by the writer as valid charges against the gifted program as these services were available to all students regardless of their academic classification.

The writer projected a final view of the financial aspects of this project in Table 6 which compares the estimated cost of the program under the old model for 1979-80 with the actual cost of the new model for that same period.

GIFTED AND TALENTED PROGRAM

1979-80 -- Cost Comparison Chart

Old and New Program Models

| Old Model (Estimated) | | New Model (Actual) |
|---|---|---|
| Staff 2.15 Specialist X<br>$15,000.00(Average Salary) | | $ 29,088.00<br>(From Table 5) |
| Average Salary | $ 32,500.00 | |
| Supplies | 1,900.00 | |
| Equipment | 3,200.00 | |
| | $ 37,350.00 | |

| | |
|---|---|
| $37,350.00 | Estimated Old Model Cost |
| 29,088.00 | Actual New Model Cost |
| $ 8,262.00 | Estimated Savings to District of the New Model Program |

TABLE 6

# CHAPTER VII

# EVALUATING THE EFFECTIVENESS
of the
MODEL GIFTED PROGRAM

The primary goals of this project were to develop programs in the academic and social areas of the Middle School that would help resolve certain academic problems of the underachieving gifted students and create behavioral changes in the disciplinary attitudes and actions of the total gifted population.

## Methodology

The objectives for this task, both process and terminal, were developed for the purpose of establishing goals that, if achieved, would solve the existing problems. To determine the success of this project, the writer found it necessary to evaluate each objective separately. The process objectives, designed primarily to facilitate the project, were evaluated essentially on whether or not they were accomplished. The terminal objectives were evaluated on a pre/post analysis of the "hard" data pertaining to each objective.

## Process Objectives

### Process Objective One

The first objective was to have the writer provide training for a nucleus of teachers to act as "agents of change" of the previous gifted program and program delivery. The summer workshop that was held for one week in August 1979, fulfilled this purpose. The services of gifted education consultant, Dr. Frances Carter of Villanova University, proved to be most helpful as evidenced by the post workshop evaluations (See Appendix H).

There were five primary and seven secondary objectives of the workshop as explained on page 31 of this report. Primary workshop objectives one and two were met as the eighth grade electives were fully written and the sixth and seventh grade electives were outlined. Primary objective three was the focus of the teacher in-service programs offered in September 1979 and January 1980. Primary objective four was met as Dr. Carter and the workshop committee established plans for the long-range, faculty in-service and carried these out during the 1979-80 school year. Primary objective five was not met by the workshop committee due to lack of time. The writer, however, accomplished the evaluation tasks as part of this project.

All of the secondary objectives were met, except number seven which dealt with the change process. This was only discussed and not dealt with in a formal manner. Secondary objective four was only partially met since the teachers did not seem to have the time nor the inclination to explore the materials provided on the browsing table to any great extent. Although the evaluation sheets (Appendix H) indicate that they found the materials good and useful, they also indicate a degree of frustration with the lack of time to explore them more fully. Some people took them home at night which seemed to be a good solution to the problem.

Almost everyone felt that the inclusion of students in the workshop was an excellent idea. While some teachers seemed to resent their presence at first, that attitude changed once they saw how highly enthusiastic the students were about their involvement.

One of the most important outcomes was the establishment of a team of teacher/leaders, a strong support base for the effective implementation of Triad course offerings. The enhancement of understanding of the Triad Program and gifted students increased within the faculty of the Middle School.

The Triad workshop was an important first step toward evolving a viable Middle School curriculum for the gifted within the school district. All the participating teachers recognized the importance of their task and worked hard to accomplish it.

## Process Objective Two

The second objective required the development of a continuous program of in-service training for the Middle School faculty. Program topics were established to include the characteristics of gifted students, appropriate teaching methods, instructional materials and the new Middle School Model Program design. Two in-service days for the full Middle School faculty were held, one in September and one in January. In addition, special program teachers participated in nine monthly meetings under the direction of Mrs. Wynne Milner, the Middle School gifted program specialist. Teaching methods and materials were also the discussion points of these meetings.

The writer's purpose for in-service program emphasis on a better teacher understanding of the gifted program and the characteristics of gifted students was established to improve on the staff pre-program acceptance level of the gifted program.

A minimum improvement of 50 percent as measured on the pre-and post-program teacher evaluation questionnaire had also been established. Of the 20 questions asked, there were 17 of which negative or positive responses could be charted (See Appendix V). The pre-and post-summaries for these 17 questions are illustrated in Table 7.

As there were 13 questions ranked with negative responses on the pre-program questionnaire and only three on the post-program questionnaire, the response improvement level was actually 75.9 percent. The writer had anticipated a minimum of a 50 percent improvement, therefore, the objective was met at a level which was 26 percentage points above minimum expectation.

### Process Objective Three

Process objective three was also partially measured by certain responses from Table 7. Questions one, two and three evaluated staff communications pertaining to the gifted program. On the pre-program survey, questions two and three both carried a negative ranking, while on the post-program survey all three questions were positively ranked. Questions four, five, six and seven all related to staff awareness of the gifted program. On the pre-program survey questions four, six and seven were negatively ranked and, although it was not up to expectation, a 25 percent improvement was demonstrated on the post-program survey.

To complete the evaluation of objective three the writer charted the student (Table 8) and parent (Table 9) pre-and post-program evaluation questionnaire in a manner similar to the teacher questionnaire.

## PRE AND POST PROGRAM
## TEACHER EVALUATION QUESTIONNAIRE SUMMARIES

### PRE-PROGRAM

| QUESTION NUMBER | PERCENTAGES OF RESPONSES POSITIVE | NEGATIVE | UNCERTAIN | POSITIVE OR NEGATIVE RESPONSE RANKING |
|---|---|---|---|---|
| 1 | 55 | 28 | 17 | Positive |
| 2 | 14 | 82 | 4 | Negative |
| 3 | 18 | 74 | 8 | Negative |
| 4 | 8 | 92 | 0 | Negative |
| 5 | 86 | 12 | 2 | Positive |
| 6 | 13 | 85 | 2 | Negative |
| 7 | 35 | 58 | 7 | Negative |
| 8 | 10 | 85 | 5 | Negative |
| 9 | 8 | 80 | 12 | Negative |
| 10 | 0 | 95 | 5 | Negative |
| 11 | 22 | 78 | 0 | Negative |
| 12 | 2 | 95 | 3 | Negative |
| 13 | 44 | 52 | 4 | Negative |
| 14 | 8 | 92 | 0 | Negative |
| 15 | 68 | 32 | 0 | Positive |
| 16 | 71 | 29 | 0 | Positive |
| 17 | 24 | 76 | 0 | Negative |

RESPONSE TOTALS

| | |
|---|---|
| Positive | 4 |
| Negative | 13 |

### POST-PROGRAM

| QUESTION NUMBER | PERCENTAGES OF RESPONSES POSITIVE | NEGATIVE | UNCERTAIN | POSITIVE OR NEGATIVE RESPONSE RANKING |
|---|---|---|---|---|
| 1 | 78 | 16 | 6 | Positive |
| 2 | 62 | 26 | 12 | Positive |
| 3 | 85 | 12 | 3 | Positive |
| 4 | 24 | 70 | 6 | Negative |
| 5 | 92 | 6 | 2 | Positive |
| 6 | 24 | 76 | 0 | Negative |
| 7 | 88 | 10 | 2 | Positive |
| 8 | 68 | 13 | 19 | Positive |
| 9 | 67 | 18 | 15 | Positive |
| 10 | 81 | 6 | 13 | Positive |
| 11 | 85 | 15 | 0 | Positive |
| 12 | 88 | 0 | 12 | Positive |
| 13 | 82 | 12 | 6 | Positive |
| 14 | 98 | 2 | 0 | Positive |
| 15 | 76 | 24 | 0 | Positive |
| 16 | 78 | 22 | 0 | Positive |
| 17 | 36 | 64 | 0 | Negative |

RESPONSE TOTALS

| | |
|---|---|
| Positive | 14 |
| Negative | 3 |

TABLE 7

## PRE AND POST PROGRAM
## STUDENT EVALUATION QUESTIONNAIRE SUMMARIES

### PRE-PROGRAM

| QUESTION NUMBER | PERCENTAGES OF RESPONSES POSITIVE | - NEGATIVE | POSITIVE OR NEGATIVE RESPONSE RANKING |
|---|---|---|---|
| 1 | 24 | 76 | Negative |
| 2 | 34 | 66 | Negative |
| 3 | 46 | 54 | Negative |
| 4 | 42 | 58 | Negative |
| 5 | 20 | 80 | Negative |
| 6 | 22 | 78 | Negative |
| 7 | 30 | 70 | Negative |
| 8 | 30 | 70 | Negative |
| 9 | 52 | 48 | Positive |
| 10 | 51 | 49 | Positive |
| 11 | 34 | 66 | Negative |
| 12 | 18 | 82 | Negative |
| 13 | 38 | 62 | Negative |

RESPONSE TOTALS

Positive 2
Negative 11

### POST PROGRAM

| QUESTION NUMBER | PERCENTAGES OF RESPONSES POSITIVE | - NEGATIVE | POSITIVE OR NEGATIVE RESPONSE RANKING |
|---|---|---|---|
| 1 | 87 | 13 | Positive |
| 2 | 88 | 12 | Positive |
| 3 | 84 | 16 | Positive |
| 4 | 37 | 63 | Negative |
| 5 | 60 | 40 | Positive |
| 6 | 62 | 38 | Positive |
| 7 | 37 | 63 | Negative |
| 8 | 37 | 63 | Negative |
| 9 | 44 | 56 | Negative |
| 10 | 87 | 13 | Positive |
| 11 | 56 | 44 | Positive |
| 12 | 85 | 15 | Positive |
| 13 | 84 | 16 | Positive |

RESPONSE TOTALS

Positive 9
Negative 4

TABLE 8

# PRE AND POST PROGRAM
# PARENT EVALUATION QUESTIONNAIRE SUMMARIES

## PRE-PROGRAM

| QUESTION NUMBER | PERCENTAGES OF RESPONSES POSITIVE | NEGATIVE | UNCERTAIN | POSITIVE OR NEGATIVE RESPONSE RANKING |
|---|---|---|---|---|
| 1 | 82 | 12 | 6 | Positive |
| 2 | 74 | 22 | 4 | Positive |
| 3 | 80 | 10 | 10 | Positive |
| 4 | 24 | 72 | 4 | Negative |
| 5 | 38 | 62 | 0 | Negative |
| 6 | 72 | 18 | 10 | Positive |
| 7 | 12 | 72 | 16 | Negative |
| 8 | 10 | 88 | 2 | Negative |
| 9 | 16 | 22 | 62 | Negative |
| 10 | 8 | 84 | 8 | Negative |
| 11 | 46 | 54 | 0 | Negative |
| 12 | 53 | 47 | 0 | Positive |
| 13 | 49 | 51 | 0 | Negative |

| RESPONSE TOTALS | | |
|---|---|---|
| | Positive | 5 |
| | Negative | 8 |

## POST-PROGRAM

| QUESTION NUMBER | PERCENTAGES OF RESPONSES POSITIVE | NEGATIVE | UNCERTAIN | POSITIVE OR NEGATIVE RESPONSE RANKING |
|---|---|---|---|---|
| 1 | 94 | 4 | 2 | Positive |
| 2 | 88 | 2 | 10 | Positive |
| 3 | 94 | 4 | 2 | Positive |
| 4 | 84 | 8 | 8 | Positive |
| 5 | 96 | 4 | 0 | Positive |
| 6 | 86 | 2 | 12 | Positive |
| 7 | 84 | 0 | 16 | Positive |
| 8 | 86 | 0 | 14 | Positive |
| 9 | 48 | 6 | 46 | Negative |
| 10 | 62 | 14 | 24 | Positive |
| 11 | 89 | 11 | 0 | Positive |
| 12 | 93 | 7 | 0 | Positive |
| 13 | 84 | 16 | 0 | Positive |

| RESPONSE TOTALS | | |
|---|---|---|
| | Positive | 12 |
| | Negative | 1 |

TABLE 9

The parent questionnaire had ten questions that were designed to measure communication between the school and parents, as well as parent awareness of the program and its effects on their child.

Questions one to five on Table 9 were used to measure the communication aspect of objective three. On the pre-program chart, two of the five questions were ranked negatively, while on the post-program chart none had a negative ranking. Therefore, the improvement level in communication was 40 percentage points.

Questions six to ten on Table 9 were measures of parent program awareness. Only question six received a positive ranking on the pre-program chart, while questions six, seven, eight, and ten had positive rankings on the post-program chart. This indicated an improvement of 60 percentage points.

The three components of the third objective were, therefore, successfully achieved. Examples of the communication and awareness documents appear in Appendices Q, R, and S of this report.

### Process Objective Four

Process objective four was established as a means for the development of independent study units for use by program and non-program teachers. The writer determined that these units would serve as a viable alternative for gifted students who were beyond their class on a specific concept or unit and not in need of the regular classroom instruction.

As part of their task, the summer workshop committee examined prepackaged independent study units and decided that their quality warranted a trial usage by the staff for at least the first year of the new model program. The rationale for that decision included the fact that time was limited during the workshop and the study unit development objective was low on their priority list. Also, the faculty felt that they would have a large enough responsibility for the first year in implementing and evaluating the new model.

Thus, objective four was not met as originally planned by the writer since the independent study units were purchased rather than staff made. The use of the units was only moderate since the special mini-courses that had been developed seemed to satisfy most individual needs.

### Process Objective Five

Process objective five was met by the development of the special mini-courses for the gifted students (See Appendix I). While the writer had initially planned for the development of four, completed mini-courses for the eighth grade pilot model, nine actually emerged from the work done during the 1979 summer workshop. The pilot model, consisting of the courses developed to satisfy this objective was previously illustrated on Table 3.

## Process Objective Six

Process objective six was accomplished when the curriculum committee of the Wallingford-Swarthmore Board of School Directors adopted the writer's model at their September, 1980, meeting. At that meeting the Model Program was presented within the framework of the following five-part Model Program outline.

### Wallingford-Swarthmore School District
### Outline of Model Program Components for Middle School Gifted and Talented Students

I - Staff In-Service - On-going in-service training for special and regular program staff members for program course development and gifted awareness improvement.

II - Academic Aspects - Four to six periods per week of mini-courses, designed specifically to meet the needs of the gifted population. Two periods per week of special tutoring for gifted underachievers in their area of weakness.

III - Social Aspects - Special disciplinary model for gifted disciplinary code offenders. Special individual and group counseling sessions by the guidance department.

| | |
|---|---|
| IV - Special Program Activities | - Field trips interrelated to the regular and gifted mini-courses.<br>- School Plays<br>- Newspaper<br>- Literary Magazine |
| V - Program Evaluation | - Yearly evaluation of all program components by teachers, parents and students. |

### Process Objective Seven

The final process objective specifically required an improvement of no less than 50 percent on the parents' post-program questionnaire on all questions dealing with communication. As parent communications were also a component of process objective three, the data used in evaluating that objective served equally as well for this purpose. Of the first five questions on Table 9 that measured parent communications, two were ranked negatively on the pre-program chart and none ranked as such on the post-program chart. Thus, the objective was met, and there was an improvement level indicated of 40 percentile points.

## Terminal Objectives

### Terminal Objective One

Terminal objective number one required a reduction to 15 percent or less of the pilot group students who scored below the 90th percentile in reading, language, mathematics and the total battery of the McGraw-Hill Comprehensive Test of Basic Skills, the standardized test used by the Wallingford-Swarthmore School District. The writer charted an individual Pre and Post Program profile for each student in the pilot project (See Appendix Y). The following table reflects the pre-and post-program standardized test score data for the pilot group.

Number and Percent of Pilot Group Students
Below the 90th Percentile
on the C. T. B. S.

| | Pre-Program | | Post-Program | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Reading | 13 | 39.3 | 4 | 14.2 |
| Language | 13 | 39.3 | 5 | 17.8 |
| Mathematics | 17 | 51.5 | 8 | 28.5 |
| Total Battery | 15 | 45.4 | 4 | 14.2 |
| | N = 32 | | N = 28 | |

TABLE 10

While the 15 percent objective was met only in reading and on the total battery scores, the extent of improvement in all of the four indicated areas was significant.

Since the tutorial program for the gifted underachiever was to a large extent aimed at mathematics, the 23 percentage point improvement in that area was especially rewarding to the tutors and mathematics teachers involved in the program.

## Terminal Objective Two

The second terminal objective required a reduction to 15 percent or less of the pilot group students who had scored below the report grade expectation of "B" in English, social studies, mathematics, and science during the 1979-80 school term.

A report card profile on each pilot student was developed by the writer (See Appendix Z). Table 11 indicates the pre-and post-program report card data for the pilot group.

Number and Percent of Pilot Group Students
Below the "B"
Grade Expectation

| | Pre-Program | | Post-Program | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Social Studies | 15 | 45.4 | 4 | 14.3 |
| Mathematics | 18 | 54.5 | 8 | 28.5 |
| Science | 13 | 39.3 | 4 | 14.3 |
| Lang. Arts | 17 | 51.5 | 4 | 14.3 |
| | N = 32 | | N = 28 | |

TABLE 11

The "B" grade objective was met in three of the four subject areas. While the objective appears to have been somewhat ambitious in the subject of mathematics, the 26 percentage points improvement certainly indicates that the direction of the program was correct. The mathematics tutorial aspect of the program appears to be the element that did enhance the grades of most program participants.

## Terminal Objective Three

Objective three was the targeting of a reduction in the percentage of pilot students who received disciplinary referrals to a point that would indicate behavior equal to, or better than, non-pilot group students.

The following table shows what percentage of all disciplinary referrals were attributed to the pilot group during the model program experiment. That percentage is also contrasted against the previous year's percentage for each disciplinary category for the same group of students.

| CATEGORY | TOTAL REFERRALS | NUMBER OF REGULAR 8th GRADE STUDENT REFERRALS | REGULAR STUDENTS PERCENTAGE OF TOTAL REFERRALS | NUMBER OF PILOT GROUP REFERRALS | PERCENTAGE OF PILOT GROUP REFERRALS | PERCENTAGE OF TOTAL DISCIPLINARY REFERRALS BY PILOT GROUP IN 1978-79 |
|---|---|---|---|---|---|---|
| Pupil/Pupil Relations | | | | | | |
| Fighting | 21 | 17 | 80.9 | 4 | 19.1 | 33.3 |
| Threatening Other Students | 14 | 12 | 85.7 | 2 | 14.3 | 33.3 |
| Abusive Language | 12 | 10 | 83.3 | 2 | 16.6 | 28.5 |
| Throwing Objects | 16 | 15 | 93.7 | 1 | 6.2 | 12.5 |
| Stealing | 10 | 10 | 100.0 | 0 | 0.0 | 0.0 |
| Teacher/Pupil Relations | | | | | | |
| Disrespect to Teachers | 21 | 19 | 90.4 | 2 | 9.6 | 54.5 |
| Disruptive Behavior | 19 | 16 | 84.2 | 3 | 15.8 | 34.4 |
| Cutting Class | 10 | 10 | 100.0 | 0 | 0.0 | 40.0 |
| Failure to Report to Teacher Detentions | 16 | 14 | 87.5 | 2 | 12.5 | 35.7 |
| School Relations | | | | | | |
| Wearing Distracting Clothing | 12 | 6 | 50.0 | 6 | 50.0 | 44.4 |
| Running in Hallway | 12 | 10 | 83.3 | 2 | 14.7 | 29.4 |
| Smoking | 14 | 10 | 71.4 | 4 | 28.6 | 36.3 |
| Vandalism | 12 | 12 | 100.0 | 0 | 0.0 | 50.0 |
| Drug Abuse | 1 | 1 | 100.0 | 0 | 0.0 | 0.0 |
| Alcohol Abuse | 0 | 0 | 0.0 | 0 | 0.0 | 0.0 |
| Misbehavior on Buses | 8 | 6 | 75.5 | 2 | 25.0 | 40.0 |
| Failure to have Supplies | 12 | 11 | 91.6 | 1 | 8.4 | 66.6 |
| Destroying or Defacing Property | 12 | 12 | 100.0 | 0 | 0.0 | 28.5 |
| Endangering Safety of Self or others | 17 | 15 | 88.2 | 2 | 11.8 | 100.0 |
| TOTALS | 239 | 206 | 86.2 | 33 | 13.8 | 37.4 |

As Table 12 indicates, the pilot group improved more in all nineteen behavior areas measured than did the regular students. They also improved significantly on their previous (1978-79) record in each category. Of specific interest to the writer was the marked improvement in the area of Teacher/Pupil Relations. The accomplishment indicated that teacher attitudes as well as students' had evidently improved as a result of the Program.

The outstanding success of the disciplinary improvement program can probably be attributed primarily to the G.O.O.D. counseling program and the relentless efforts of the assistant principal and guidance counselors. Their determination, willingness to spend long hours after school with the students, and over-all enthusiasm for the program were certainly significant factors, but far too difficult to quantify.

## Terminal Objective Four

The reduction of a minimum of 90 percent of the conflicts that the gifted students were facing in their choice between special program and regular program activities was the charge set forth by the writer in terminal objective four. The meeting of this objective was of primary importance as it had been identified as a major concern by students, teachers, and parents on their pre-program evaluation forms.

The previous program design had required that all gifted students be excused from existing classes for program participation. As a result, only 78 percent of all eligible students chose to participate. This represented a total of 32 students, of which 28 had indicated that they experienced problems because of leaving regular classes to attend the gifted program. The other four students were able to attend the special program in lieu of taking a foreign language.

The new program design allowed the gifted students to choose gifted mini-courses which were not in conflict with any other subject. The students were never absent from a regular class for program participation, a major problem of the previous model. As a result, 94 percent of all eligible, pilot group students participated in the 1979-80 program. The only conflicts that did exist were centered around the gifted tutorial program. During the course of the pilot program there were only three conflicts where a gifted program student wanted to be involved in a course but could not reschedule the tutoring session. When irresolvable conflicts like that arose, the method in which students could be excused from the tutoring sessions was to have a tutorial release form signed by their parents (See Appendix AA). Therefore, the objective was met at better than the ninety percent, conflict reduction charge as indicated on the post-program evaluations (See Appendix V).

### Terminal Objective Five

For many of the same reasons that the student scheduling conflicts were resolved, so were the teacher concerns regarding gifted students being absent from their classes for program participation. On the post-program teacher evaluation questionnaire summary Table 7 the questions referring to this subject were answered strongly in the affirmative. The teacher concerns regarding the gifted program have been highly reduced as evidenced by the positive response rankings on questions number 10, 81 percent; 11, 85 percent; 12, 88 percent; 13, 82 percent; and 14, 98 percent. This reduction of teacher concerns was a "cardinal objective" of the practicum since it appeared that a negative attitude on the part of many staff members had existed due to the lack of importance they felt had been placed on them and their subject when students walked out of class for program participation.

# CHAPTER VIII

## INSTITUTIONALIZATION

The model gifted program was designed specifically to resolve certain problems of gifted education in the Nether Providence Middle School. However, it had been part of the District's long-range plan to incorporate the model on a district-wide basis. Institutionalizing the refined Middle School model in the District's Swarthmore Junior High School was the final phase of the writer's charge for this project.

The Swarthmore School had retained the Renzulli Triad model during the course of the model program experiment, and problems that the old model had caused at the Nether Providence Middle School had also surfaced at Swarthmore. The writer was appraised of the problems by the Swarthmore Triad teacher who was also working half-time on the new Model Program at Nether Providence.

During the 1979-80 school year the Board of School Directors voted to expand the Swarthmore School from a seven to twelve Junior-Senior High School to a six to twelve Middle-Senior High School. This afforded the writer the opportunity to implant the model in that school in its entirety, which included, program opportunities for sixth graders.

A problem arose when, in an attempt to address the problem of declining enrollment, the Board of School Directors, at their March Meeting in 1979, voted to consolidate the District's two High Schools. The consolidation plan that was to go into effect in 1983 called for all students in grades nine to twelve to attend the Nether Providence High School. All Middle School age students living in the Wallingford section of the District would attend Nether Providence Middle School and all children in grades Kindergarten to Eight living in the Swarthmore side of the District will attend a yet to be designed school housed in the Swarthmore Junior-Senior High School building. The present Swarthmore Elementary School building will be closed.

The probable loss of the Swarthmore Community's High School touched off a public dispute between the School Board and that community. The residents formed an action committee and fought for demerging the Swarthmore portion of the District from the Nether Providence side. The Swarthmore State Representative, Thomas Gannon, introduced a bill that would permit Swarthmore to demerge from Nether Providence. The bill passed the Pennsylvania House of Representatives; but by this time, the residents of Nether Providence were upset about the Swarthmore move to demerge and decided to fight the bill as it went through the State Senate. The bill, however, passed the Senate and was forwarded to the Governor for signing.

Community representatives from both Wallingford and Swarthmore made separate trips to see the Governor: Swarthmore, urging him to sign the bill; Nether Providence, to veto it. In June of 1980 the bill was vetoed.

The people of the Swarthmore community felt that the Nether Providence Schools, their philosophy and their programs, would be forced upon them without their having an opportunity for input. This put the writer in a most precarious position in trying to implant and evaluate the Nether Providence gifted model in the Swarthmore Schools. As community and faculty suspicions and emotions were most accute during the summer of 1980, the writer chose to have the Program Model introduced at the Swarthmore Workshop by the gifted program specialist. This proved to be successful.

The academic aspects of the model were specifically designed by the Swarthmore teachers who participated in the workshop to meet the needs of their school and community.

The writer met with the Swarthmore building principal and assistant principal to discuss the organization and administration of the model. The Swarthmore Administration felt it was not experiencing the disciplinary or underachievement problems with their gifted students to the extent the writer had with the pilot group; therefore, their main interest in the model was with the program design and scheduling technique. With certain minor modifications to the Swarthmore Master Schedule, mini-course time slots for their sixth, seventh and eighth grades were made available. The courses were developed in the workshop under the leadership of Dr. Carter and the program teacher (See Appendix H).

In September, 1980, the students in the program were oriented to the new model and registered for courses of their choosing. The actual classes went into effect the second week of the term.

The program also continued at the Nether Providence Middle School in September. Due to the success experienced with the tutorial and disciplinary counseling aspects of the model, the full program model was continued.

The Wallingford-Swarthmore District has adopted and is using this gifted program model in both of their Schools. They have made the financial commitment to support it on a long-range basis by providing an adequate level of staffing, in-service training, materials and supplies. The administrations of both schools have committed their support by means of scheduling design, administrative and counselor support, and yearly evaluation. The teaching staff has ownership in the model at both schools and has shown evidence of positive feelings and support for it. Also, since an additional program that is officially adopted by a school district actually increases the workload of the faculty and generally results in a staff increase, the program was most acceptable to teachers in respect to the reduction in force problems associated with declining enrollment.

# CHAPTER IX

## DISSEMINATION

The Delaware County Intermediate Unit provided the services of their consultant on gifted education for the duration of this project. In turn, the writer agreed to be the presenter and speak to any other county school districts that requested information on this model. In July, 1980 two such presentations were made. The Chichester School District in Boothwyn, Pennsylvania, had experienced a loss of their gifted education specialist and was searching for an alternative program that could function under the regular staff, without the need of a specialist. The writer met with the District's Assistant to the Superintendent in Charge of Curriculum, Mr. Samuel Ferrante, and together they modified the Nether Providence Model to fit the needs of the Chichester Junior High School. The second presentation was requested by Mr. Eugene DePaul, Principal of the Central Junior High School in Southeast Delco School District, also in Delaware County, Pennsylvania. They were concerned about the problems of their underachieving gifted students and were most interested in the tutorial aspects of the model.

In August, the writer was invited to speak at Cheyney State College to a senior class in psychology on the subject of gifted education. The presentation included a description of the model program, the rationale for its development and the probability of its continuance. As the members of this class were all future educators, the writer extended an invitation to them to visit the Wallingford-Swarthmore Schools to see the model in operation. The writer has been asked to make the presentation again in future semesters.

In September, 1980, the writer made the project available to all Delaware County Principals through the County Principals' Association.

Finally, if the reviewing staff at Nova University deems the report of sufficient interest and quality to warrant further dissemination beyond the borders of Delaware County, Pennsylvania, the University has the authority to have the report become part of the E.R.I.C. system.

# CHAPTER X

## SUMMARY

The success of the model program can be substantiated by a review of the accomplishments that the Nether Providence Middle School has experienced since the programs' inception: gifted underachievers, given special tutoring, have shown a marked increase in individual student academic development; disciplinary problems, previously exceeding a normal expectation, have been significantly reduced; scheduling conflicts previously causing serious problems for students and teachers have been totally eliminated; courses are now of high interest to, and, in part, developed by the gifted students; a nucleus of teacher proponents of the model are willing to work for its continuance; and avenues of communication regarding gifted education in the district have been open to the entire school community.

Since the program was institutionalized within the entire Wallingford-Swarthmore School District, the Swarthmore Junior High School has benefited from its design with the elimination of student, teacher and parent concerns regarding scheduling conflicts and communications. While that school did not deem it necessary to utilize the tutorial and disciplinary-counseling aspects of the model, they are aware of them and ready for implementation should a need arise.

The use of regular program teachers in the actual program delivery has proven to be most beneficial. Certified professionals now teach mini-courses for which they have a high level of interest and training. They better understand the needs of gifted students through their in-service training and have program ownership through the means of continual course development, implementation and evaluation.

An actual gifted program budget has become part of the District's annual budget document, and the total administrative role has been reduced to the maintenance level required of most on-going school programs.

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# APPENDICES

# APPENDIX A

# PUPIL REFERRAL STANDARDS

# AND

# PLACEMENT PROCEDURES FOR GIFTED EDUCATION

## PROGRAM FOR GIFTED STUDENTS (TRIAD)

### Referrals

Children can be referred to the Pupil Services Office in one of three ways: parent's referral, classroom teacher referral, or other (principal, guidance counselor, librarian, etc.) Referral forms can be obtained by calling the Pupil Services Office. Once referral has been made, a teacher scale will be sent to the child's teacher. After completing the scale, it should be returned to the Pupil Services Office.

In order for the child to be tested individually, two out of three criteria must be satisfied:

1. 90th percentile (national) Achievement Test.
2. 125 or above Group Intelligence Test.
3. High percentile on the Teacher Scale.

Once two of the three criteria are met, a permission to evaluate and parent questionnaire will be sent to the child's parents.

Testing will be scheduled by the school psychologist after written permission has been received.

A child must score 130 or above (including the standard error of measurement) on the Individual Intelligence Test to be recommended for inclusion in the program. The Pupil Services Office will send notice to the teacher of the gifted to begin preparation of an IEP.

### Transfer into the District

All children transferring from another district to the Wallingford-Swarthmore School District will be included in the gifted program once the Pupil Services Office has received documentation (copy of Intelligence Test results, Due Process, IEP). It is the responsibility of the counselor or principal to contact the Pupil Services Office when an eligible child registers. At the time of this contact, the counselor or principal will secure the parent's signature on a Release of Information form and forward the same to the Pupil Services Office. Records from the previous school district will then be requested.

## Removal of Students from Program

Before a student may be removed from the program, a reevaluation must be conducted. The reevaluation team must include, but is not limited to, the classroom teacher, the teacher for the gifted, school psychologist, and guidance counselor. Further testing may be recommended at this time. Alternative strategies must be explored before removing a student from the program. A conference with the parents is scheduled, and if the parents agree to having their child removed from the program, a Due Process Notice will be sent home.

## Summer Screening

During the summer, the Pupil Services Office will review the student scores obtained from the most recent group intelligence and standardized achievement tests. If a child meets the screening criteria on these two measures and is not currently in the gifted program, permission to evaluate will be sent home only if the child has not been tested individually within a two year period.

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT

## Screening/Nomination Form for the Mentally Gifted Program

Pupil's Name ______________________ Teacher ______________________

Birthdate ______________________ School ______________________

Grade ______________________ Date ______________________

### Test Data (Most Recent)

1. Academic Achievement Test:

| Name | Date | Percentile |
|---|---|---|
| | | |
| Total Reading | | |
| Total Math | | |
| Total English | | |
| Total Battery | | |

2. Group Ability Tests:

| Name | Date | Results (IQ) |
|---|---|---|
| | | Language ________ |
| | | Non-Language ________ |
| | | Total ________ |

3. Teacher Rating Scale (Please complete the attached scale and record results here.)

Learning ______________________ Motivation ______________________

Creativity ______________________ Leadership ______________________

(To Be Completed By Pupil Personnel)

4. Team Decision to Test ______ Yes ______ No

5. Parent Permission to Evaluate ______________________ Date

6. Individual Intelligence Test

| Name | Date | Results |
|---|---|---|
| | | |

7. Team Recommendation for Inclusion in Program ______ Yes ______ No

8. Due Process Signed ______________________ Date

## WALLINGFORD-SWARTHMORE SCHOOL DISTRICT

## TEACHER EVALUATION OF POTENTIALLY GIFTED STUDENTS*

Student's Name ______________________ Date ________________

Grade ___________ Age ________ School ____________________

Rater's Name ____________________ Rater has known student _____ months.

Purpose: The following items, adapted from the Renzulli scales*, are designed to obtain teacher estimates of a student's motivation, creativity, and leadership. The items are drawn from the research literature on the behavioral characteristics of gifted and talented persons.

Rating: Since many individual differences exist within this population, profiles of students are likely to vary a great deal. Please read each statement carefully. It is important that each item be scored; therefore, do not leave any item blank. Your responses should reflect the degree to which you have observed the presence or absence of each characteristic. Place an X in the appropriate box according to the following set of values:

1. I have seldom or never observed this characteristic.
2. I have observed this characteristic occasionally.
3. I have observed this characteristic to a considerable degree.
4. I have observed this characteristic almost all of the time.

Scoring: Obtain separate scores for each of the 4 dimensions as follows:

-- Add the total number of X's in each column to obtain the "Column Total".

-- Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total".

-- Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.

-- Enter the Scores below.

I. Learning Characteristics.......________________
II. Motivational Characteristics...________________
III. Creativity Characteristics...________________
IV. Leadership Characteristics...________________

---

* Adapted from: Scales for Rating the Behavioral Characteristics of Superior Students; Joseph S. Renzulli, Linda H. Smith, Alan J. White, Carolyn M. Callahan, Robert K. Hartman.

# APPENDIX B

## 1978 TEACHER, PARENT AND STUDENT TRIAD PROGRAM EVALUATION QUESTIONNAIRES AND RESULTS

# Wallingford-Swarthmore School District

## Triad Program

## PRE PROGRAM TEACHER QUESTIONNAIRE

DIRECTIONS: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms.

This questionnaire is being sent to all teachers whose students participate in Triad. You can help to make this a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of teachers who are being asked to complete this questionnaire, each person's opinions will weigh heavily in analyzing the results. We would therefore urge you to complete and return the questionnaire within five days. We appreciate your cooperation and assistance in helping us to evaluate Triad.

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | | PERCENTAGES | |
| 1. Have you been sufficiently informed about why children in your class were selected for Triad? | 55 | 28 | 17 |
| 2. Have you been sufficiently informed about the goals, objectives, and overall nature of Triad? | 14 | 82 | 4 |
| 3. Have you been sufficiently informed about the activities and learning experiences that take place in Triad? | 18 | 74 | 8 |
| 4. Do you feel that there has been sufficient coordination between the activities that your students pursue in Triad and the activities that take place in your classroom? | 8 | 92 | 0 |
| 5. Should classroom and Triad activities be coordinated? If yes, please suggest a method of doing this. | 86 | 12 | 2 |
| 6. Have you discussed with the project teacher the progress that your students are making in Triad? | 13 | 85 | 2 |
| 7. Do you feel that there is sufficient interaction and cooperation between you and the Triad teacher? If NO, please explain. | 35 | 58 | 7 |

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | PERCENTAGES | | |
| 8. Have your students encountered any problems with classmates as a result of participating in Triad? If YES, please describe. | 85 | 10 | 5 |
| 9. Do you feel that students in Triad are treated any differently by classmates because they are participating in this program? If YES, please describe. | 80 | 8 | 12 |
| 10. Have your students encountered any problems relating to their regular school program as a result of participating in Triad? If YES, please describe. | 95 | 0 | 5 |

11. Have you seen any negative effect on students not in Triad? If YES, please explain.

Yes - 85
No - 12

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| 12. Has Triad presented any problems in scheduling for your students? | 95 | 2 | 3 |
| 13. Have your students neglected any of their regular classroom work as a result of participation in Triad? | 52 | 44 | 4 |
| 14. Has your job been complicated in any way as a result of having students in Triad? If YES, please explain. | 92 | 8 | 0 |

15. Which of the following words best expresses your students' general attitude about being in Triad? (check one)

| | |
|---|---|
| Enthusiastic | 18 |
| Positive | 50 |
| Indifferent | 22 |
| Negative | 10 |

16. Which of the following statements best expresses your students' attitude toward the work that they do in Triad? (Check one)

| | |
|---|---|
| Very challenging | 8 |
| Somewhat challenging | 64 |
| Slightly challenging | 16 |
| Not At All challenging | 12 |

17. Have your students expressed pleasure or enjoyment about the work that they are doing in Triad?

| | |
|---|---|
| Often | 12 |
| Sometimes | 10 |
| Seldom | 78 |

18. Please describe any changes (positive or negative) that you have observed in your students' behavior or attitude since they have been participating in Triad.

19. Do you have any specific suggestions for changes in the operation of Triad or comments on the ways that it affects you or your students?

20. If you have checked that there was a problem in any of the above questions, would you please list the ways that you attempted to resolve it.

Wallingford-Swarthmore School District

Triad Program

## PRE PROGRAM PARENT QUESTIONNAIRE

(This questionnaire is being sent to parents of all students now in the Triad Program during the present school year.)

DIRECTIONS: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms.

You can help to make Triad a better program by giving careful thought to each of the questions that follow. We would appreciate your completing and returning this questionnaire within five days. Thank you for your cooperation and assistance in helping us to evaluate Triad.

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | | PERCENTAGES | |
| 1. Have you been sufficiently informed about why your child was selected for Triad? | 82 | 12 | 6 |
| 2. Have you been sufficiently informed about the goals, objectives, and overall nature of Triad? | 74 | 22 | 4 |
| 3. Have you been sufficiently informed about the activities and learning experience that your child takes part in while attending Triad? | 80 | 10 | 10 |
| 4. Have you been sufficiently informed about your child's progress in Triad? | 24 | 72 | 4 |
| 5. Have you been invited to discuss your child's progress with the program teacher? | 38 | 62 | 0 |
| 6. Do you feel that you and the program teacher have exchanged enough information so that the teacher knows your child as much as possible? | 72 | 18 | 10 |
| 7. Has your child encountered any problems with neighborhood friends or children in the regular classroom as a result of participating in Triad? If YES, please describe. | 12 | 72 | 16 |
| 8. Has your child encountered any problems relating to his or her regular school program as a result of participating in Triad? If YES, please describe. | 88 | 10 | 2 |

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | PERCENTAGES | | |
| 9. Do you feel that there is sufficient interaction and coordination between your child's regular classroom teacher and his or her program teacher? Please explain. | 16 | 22 | 62 |
| 10. Do you feel that your child is treated any differently by the regular classroom teacher because he or she participates in Triad? Please explain. | 84 | 8 | 8 |

11. Which of the following words best expresses your child's general attitude about being in Triad? (Check one)

| | |
|---|---|
| Enthusiastic | 3 |
| Positive | 43 |
| Indifferent | 36 |
| Negative | 18 |

12. Which of the following statements best expresses your child's attitude toward the work that he or she does in Triad? (Check one)

| | |
|---|---|
| Very Challenging | 6 |
| Somewhat Challenging | 47 |
| Slightly Challenging | 29 |
| Not At All Challenging | 18 |

13. Has your child expressed pleasure or enthusiasm about the work that he or she does in Triad? (Check one)

| | |
|---|---|
| Often | 11 |
| Sometimes | 38 |
| Seldom | 51 |
| Never | 0 |

14. Please describe any changes (positive or negative) that you have observed in your child's behavior or attitude since he or she has been participating in Triad:

15. Do you have any specific suggestions for changes in the operation of Triad specifically in ways that it affects children or their parents?

Wallingford-Swarthmore School District
TRIAD
Student Questionnaire
Pre-Program Results

Grade ______________ Date ________

Directions: The following statements reflect some of the goals of TRIAD. Please rate yourself according to how much this program has influenced you or helped you develop in each area listed below. DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE.

---

| | A Great Deal | Much | A Little Bit | Not At All |
|---|---|---|---|---|
| | | PERCENTAGES | | |
| 1. Ability to think things through for myself | 4 | 20 | 74 | 2 |
| 2. Ability to organize my thoughts | 6 | 28 | 62 | 4 |
| 3. Ability to express my ideas, thoughts and feelings | 14 | 32 | 44 | 10 |
| 4. Ability to work with other students | 12 | 30 | 52 | 6 |
| 5. Interest in school | 6 | 14 | 72 | 8 |
| 6. Enjoyment of learning | 5 | 17 | 76 | 2 |
| 7. Curiosity about learning new things | 12 | 18 | 64 | 6 |
| 8. Opportunity to make things | 8 | 22 | 62 | 8 |
| 9. Opportunity to experiment | 28 | 24 | 40 | 8 |
| [illegible]. Opportunity to try out new ideas | 19 | 32 | 45 | 4 |
| 11. Opportunity to practice new ways of thinking | 8 | 26 | 56 | 10 |
| 12. Ability to evaluate my own progress | 2 | 16 | 48 | 34 |
| 13. Ability to make choices in decisions | 20 | 18 | 56 | 6 |

A. If you could change any three things about Triad what would you change:

1. ____________________
2. ____________________
3. ____________________

B. What three things did you like best about the work you did in Triad?

1. ____________________
2. ____________________
3. ____________________

C. How does the work you did in Triad compare with the work you have done in your regular classroom?

D. Do you see an advantage to being in a group with students of varying ages?

# APPENDIX C

## 1978 MIDDLE SCHOOL GIFTED STUDENTS'
## C. T. B. S. SCORE CHART

## NETHER PROVIDENCE MIDDLE SCHOOL GIFTED STUDENTS

## 1978-79 NATIONAL PERCENTILE SCORES

### C. T. B. S.

| STUDENT | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION | BELOW = - ABOVE = + |
|---|---|---|---|---|---|---|
| A - 1 | 89 | 75 | 76 | 82 | - 4 + 0 | |
| A - 2 | 84 | 96 | 98 | 96 | - 1 + 3 | |
| A - 3 | 92 | 97 | 85 | 94 | - 1 + 3 | |
| A - 4 | 85 | 85 | 96 | 94 | - 2 + 2 | |
| A - 5 | 84 | 79 | 79 | 84 | - 4 + 0 | |
| A - 6 | 96 | 95 | 88 | 95 | - 1 + 3 | |
| A - 7 | 95 | 88 | 84 | 91 | - 2 + 2 | |
| A - 8 | 89 | 94 | 79 | 88 | - 3 + 1 | |
| A - 9 | 90 | 87 | 81 | 89 | - 3 + 1 | |
| A - 10 | 99 | 99 | 99 | 99 | - 0 + 4 | |
| A - 11 | 94 | 99 | 81 | 93 | - 1 + 3 | |
| A - 12 | 81 | 77 | 87 | 86 | - 4 + 0 | |
| A - 13 | 88 | 92 | 99 | 96 | - 1 + 3 | |
| A - 14 | 51 | 53 | 82 | 65 | - 4 + 0 | |
| A - 15 | 92 | 96 | 93 | 96 | - 0 + 4 | |

| STUDENT | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORE BELOW AND ABOVE EXPECTATION | | BELOW = - ABOVE = + |
|---|---|---|---|---|---|---|---|
| A - 16 | 72 | 83 | 40 | 64 | - 4 | + 4 | |
| A - 17 | 94 | 99 | 95 | 98 | - 0 | + 4 | |
| A - 18 | 88 | 81 | 49 | 73 | - 4 | + 0 | |
| A - 19 | 85 | 90 | 94 | 94 | - 1 | + 3 | |
| A - 20 | 99 | 92 | 88 | 95 | - 1 | + 3 | |
| A - 21 | 99 | 99 | 96 | 99 | - 0 | + 4 | |
| A - 22 | 95 | 96 | 85 | 94 | - 1 | + 3 | |
| A - 23 | 81 | 88 | 71 | 78 | - 4 | + 0 | |
| A - 24 | 77 | 73 | 84 | 83 | - 4 | + 0 | |
| A - 25 | 96 | 93 | 94 | 97 | - 0 | + 4 | |
| A - 26 | 99 | 89 | 85 | 92 | - 2 | + 2 | |
| A - 27 | 70 | 88 | 98 | 88 | - 3 | + 1 | |
| A - 28 | 88 | 77 | 82 | 87 | - 4 | + 0 | |
| A - 29 | 92 | 93 | 77 | 89 | - 2 | + 2 | |
| A - 30 | 95 | 98 | 87 | 95 | - 1 | + 3 | |
| A - 31 | 95 | 96 | 98 | 98 | - 0 | + 4 | |
| A - 32 | 98 | 89 | 96 | 97 | - 1 | + 3 | |

| STUDENT | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION | BELOW = - ABOVE = + |
|---|---|---|---|---|---|---|
| A - 33 | 89 | 92 | 89 | 93 | - 2 + 2 | |
| A - 34 | 98 | 99 | 99 | 99 | - 0 + 4 | |
| A - 35 | 84 | 89 | 75 | 85 | - 4 + 0 | |
| A - 36 | 96 | 95 | 88 | 95 | - 1 + 3 | |
| A - 37 | 95 | 96 | 95 | 97 | - 0 + 4 | |
| A - 38 | 85 | 83 | 87 | 86 | - 4 + 0 | |
| A - 39 | 99 | 99 | 99 | 99 | - 0 + 4 | |
| A - 40 | 99 | 97 | 99 | 99 | - 0 + 4 | |
| A - 41 | 99 | 92 | 81 | 93 | - 1 + 3 | |
| A - 42 | 89 | 82 | 81 | 87 | - 4 + 0 | |
| A - 43 | 89 | 99 | 99 | 98 | - 1 + 3 | |
| A - 44 | 53 | 53 | 56 | 51 | - 4 + 0 | |
| A - 45 | 73 | 67 | 76 | 73 | - 4 + 0 | |
| B - 46 | 99 | 95 | 99 | 99 | - 0 + 4 | |
| B - 47 | 96 | 99 | 96 | 99 | - 0 + 4 | |
| B - 48 | 76 | 84 | 72 | 80 | - 4 + 0 | |
| B - 49 | 88 | 89 | 89 | 89 | - 4 + 0 | |
| B - 50 | 99 | 99 | 99 | 99 | - 0 + 4 | |

| STUDENT | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION | | BELOW = - ABOVE = + |
|---|---|---|---|---|---|---|---|
| B - 51 | 84 | 82 | 87 | 87 | - 4 | + 0 | |
| B - 52 | 89 | 72 | 76 | 83 | - 4 | + 0 | |
| B - 53 | 99 | 98 | 97 | 99 | - 0 | + 4 | |
| B - 54 | 96 | 99 | 99 | 99 | - 0 | + 4 | |
| B - 55 | 74 | 56 | 72 | 71 | - 4 | + 0 | |
| B - 56 | 93 | 72 | 80 | 86 | - 3 | + 1 | |
| B - 57 | 35 | 49 | 60 | 45 | - 4 | + 0 | |
| B - 58 | 98 | 99 | 81 | 96 | - 1 | + 3 | |
| B - 59 | 99 | 99 | 97 | 99 | - 0 | + 4 | |
| B - 60 | 98 | 94 | 97 | 98 | - 0 | + 4 | |
| B - 61 | 94 | 97 | 98 | 98 | - 0 | + 4 | |
| B - 62 | 86 | 86 | 81 | 84 | - 4 | + 0 | |
| B - 63 | 97 | 97 | 97 | 98 | - 0 | + 4 | |
| B - 64 | 98 | 99 | 99 | 99 | - 0 | + 4 | |
| B - 65 | 99 | 99 | 96 | 99 | - 0 | + 4 | |

| STUDENT | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION | | BELOW = - ABOVE = + |
|---|---|---|---|---|---|---|---|
| B - 66 | 83 | 84 | 73 | 82 | - 3 | + 0 | |
| B - 67 | 99 | 99 | 98 | 99 | - 0 | + 4 | |
| B - 68 | 99 | 99 | 98 | 99 | - 0 | + 4 | |
| B - 69 | 99 | 98 | 99 | 99 | - 0 | + 4 | |
| B - 70 | 89 | 89 | 87 | 89 | - 4 | + 0 | |
| B - 71 | 89 | 92 | 80 | 88 | - 3 | + 1 | |
| B - 72 | 93 | 97 | 88 | 95 | - 1 | + 3 | |
| B - 73 | 87 | 80 | 87 | 87 | - 4 | + 0 | |
| B - 74 | 97 | 99 | 64 | 87 | - 2 | + 2 | |
| B - 75 | 89 | 72 | 94 | 89 | - 3 | + 1 | |
| B - 76 | 99 | 95 | 86 | 96 | - 1 | + 3 | |
| B - 77 | 72 | 82 | 70 | 77 | - 4 | + 0 | |
| B - 78 | 96 | 99 | 98 | 99 | - 0 | + 4 | |

# APPENDIX D

## 1978 MIDDLE SCHOOL GIFTED STUDENTS' REPORT GRADE GRADES CHART

NETHER PROVIDENCE MIDDLE SCHOOL GIFTED STUDENTS

1978-79 OBTAINED REPORT CARD GRADE CHART

| STUDENT | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION | BELOW = -<br>ABOVE = + |
|---|---|---|---|---|---|---|
| A - 1 | B | B | C | B | - 1 + 3 | |
| A - 2 | B | B | A | B | - 0 + 4 | |
| A - 3 | B | C | B | B | - 1 + 3 | |
| A - 4 | B | B | A | C | - 1 + 3 | |
| A - 5 | A | B | B | B | - 0 + 4 | |
| A - 6 | B | B | A | B | - 0 + 4 | |
| A - 7 | C | C | B | C | - 3 + 1 | |
| A - 8 | A | B | B | A | - 0 + 4 | |
| A - 9 | C | C | B | B | - 2 + 2 | |
| A - 10 | A | B | A | A | - 0 + 4 | |
| A - 11 | B | C | B | A | - 1 + 3 | |
| A - 12 | C | C | B | C | - 3 + 1 | |
| A - 13 | B | B | B | B | - 0 + 4 | |
| A - 14 | E | D | D | E | - 4 + 0 | |
| A - 15 | A | A | A | A | - 0 + 4 | |
| A - 16 | C | C | B | C | - 3 + 1 | |

BELOW = -
ABOVE = +

| STUDENT | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION |
|---|---|---|---|---|---|
| A - 17 | A | A | B | A | - 0 + 4 |
| A - 18 | C | D | D | B | - 3 + 1 |
| A - 19 | B | C | C | C | - 3 + 1 |
| A - 20 | A | B | B | B | - 0 + 4 |
| A - 21 | A | B | A | A | - 0 + 4 |
| A - 22 | C | C | C | B | - 3 + 1 |
| A - 23 | C | C | B | B | - 2 + 2 |
| A - 24 | C | C | B | B | - 2 + 2 |
| A - 25 | A | C | A | A | - 1 + 3 |
| A - 26 | A | B | B | B | - 0 + 4 |
| A - 27 | C | C | C | D | - 3 + 1 |
| A - 28 | A | C | B | C | - 2 + 2 |
| A - 29 | A | B | C | B | - 1 + 3 |
| A - 30 | C | B | A | A | - 1 + 3 |
| A - 31 | A | B | B | B | - 0 + 4 |
| A - 32 | C | B | C | A | - 2 + 2 |
| A - 33 | C | C | C | C | - 4 + 0 |
| A - 34 | A | B | A | A | - 0 + 4 |
| A - 35 | C | C | C | C | - 4 + 0 |

BELOW = -
ABOVE = +

| STUDENT | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION |
|---|---|---|---|---|---|
| A - 36 | B | B | B | B | - 0 + 4 |
| A - 37 | B | A | A | A | - 0 + 4 |
| A - 38 | A | A | A | A | - 0 + 4 |
| A - 39 | A | A | A | A | - 0 + 4 |
| A - 40 | B | C | C | B | - 2 + 2 |
| A - 41 | A | C | C | C | - 3 + 1 |
| A - 42 | A | B | B | A | - 0 + 4 |
| A - 43 | A | A | A | A | - 0 + 4 |
| A - 44 | C | C | C | C | - 4 + 0 |
| A - 45 | B | D | B | B | - 1 + 3 |
| B - 46 | A | B | A | B | - 0 + 4 |
| B - 47 | C | C | C | C | - 4 + 0 |
| B - 48 | D | C | C | C | - 4 + 0 |
| B - 49 | A | A | A | A | - 0 + 4 |
| B - 50 | A | A | A | A | - 0 + 4 |
| B - 51 | B | C | C | C | - 3 + 1 |
| B - 52 | C | C | C | C | - 4 + 0 |
| B - 53 | A | B | A | C | - 1 + 3 |
| B - 54 | A | B | A | A | - 0 + 4 |

BELOW = -
ABOVE = +

| STUDENT | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION |
|---|---|---|---|---|---|
| B - 55 | C | C | B | C | - 3 + 1 |
| B - 56 | C | B | C | C | - 3 + 1 |
| B - 57 | C | D | D | D | - 4 + 0 |
| B - 58 | C | C | C | C | - 4 + 0 |
| B - 59 | B | C | B | B | - 1 + 3 |
| B - 60 | C | B | B | C | - 2 + 2 |
| B - 61 | B | C | A | A | - 1 + 3 |
| B - 62 | C | C | C | C | - 4 + 0 |
| B - 63 | B | B | B | B | - 0 + 4 |
| B - 64 | A | A | A | A | - 0 + 4 |
| B - 65 | C | B | A | B | - 1 + 3 |
| B - 66 | A | C | C | C | - 3 + 1 |
| B - 67 | C | D | C | C | - 4 + 0 |
| B - 68 | B | B | A | A | - 0 + 4 |
| B - 69 | B | B | A | B | - 0 + 4 |
| B - 70 | B | B | A | A | - 0 + 4 |
| B - 71 | C | C | C | C | - 4 + 0 |
| B - 72 | C | C | C | C | - 4 + 0 |
| B - 73 | B | B | B | B | - 0 + 4 |

| STUDENT | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF SCORES BELOW AND ABOVE EXPECTATION |
|---|---|---|---|---|---|
| B - 74 | C | C | C | C | - 4 + 0 |
| B - 75 | B | C | B | B | - 1 + 3 |
| B - 76 | B | C | A | B | - 1 + 3 |
| B - 77 | B | C | B | B | - 1 + 3 |
| B - 78 | C | B | B | C | - 2 + 2 |

BELOW = -
ABOVE = +

# APPENDIX E

# 1978-79 MIDDLE SCHOOL GIFTED STUDENTS' DISCIPLINE REFERRAL STATISTICS

| CATEGORY | TOTAL REFERRALS | NUMBER OF GIFTED STUDENT REFERRALS | PERCENTAGE OF TOTAL REFERRALS | TOTAL GIFTED STUDENT EXPECTATION ABOVE = + BELOW = - |
|---|---|---|---|---|
| Pupil/Pupil Relations | | | | |
| Fighting | 52 | 12 | 23.0% | - |
| Threatening Other Students | 15 | 6 | 40.0% | - |
| Abusive Language | 19 | 7 | 36.8% | - |
| Throwing Objects | 40 | 8 | 20.0% | + |
| Stealing | 12 | 1 | 8.0% | + |
| Teacher/Pupil Relations | | | | |
| Disrespect to Teachers | 38 | 22 | 57.8% | - |
| Disruptive Behavior | 71 | 29 | 40.8% | - |
| Cutting Class | 8 | 5 | 62.5% | - |
| Failure to Report to Teacher Detentions | 32 | 14 | 43.7% | - |
| School Relations | | | | |
| Wearing Distracting Clothing | 14 | 9 | 64.2% | - |
| Running in Hallway | 50 | 17 | 34.0% | - |
| Smoking | 26 | 11 | 42.3% | - |
| Vandalism | 10 | 2 | 20.0% | + |
| Drug Abuse | 4 | 0 | 0.0% | + |
| Alcohol Abuse | 2 | 2 | 100.0% | - |
| Misbehavior on Buses | 12 | 5 | 41.6% | + |
| Failure to have Supplies | 16 | 3 | 18.7% | - |
| Destroying or Defacing Property | 22 | 7 | 31.8% | + |
| Endangering Safety of Self or Others | 15 | 3 | 20.0% | - |
| TOTALS | 458 | 163 | 35.5% | 13 Below<br>6 Above |

# APPENDIX F

# 1978-79 GIFTED PROGRAM MASTER SCHEDULE

TRIAD 1st SEMESTER SCHEDULE 1970-1980
(EIGHTH GRADE PILOT)

| PERIODS | TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| 1 | 7:48 - 8:29 | | | | | |
| 2 | 8:32 - 9:13 | | Persuasion:Mass Media<br>21st Century: Man Himself<br>Tech.Seminar (Math., Sci.) | | Persuasion:Mass Media<br>21st Century: Man Himself<br>Tech. Seminar (Math., Sci.) | |
| 3 | 9:16 - 9:57 | | | | Persuasion:Debate<br>Tech. Seminar (Communications) | |
| 4 | 10:00 - 10:41 | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | 12:47 - 1:30 | | 21st Century: Man's Environment | | | |
| 8 | 1:33 - 2:15 | 21st Century: Man's Future (Science Fiction)<br>Persuasion:Debate | | 21st Century: Man's Environment | | 21st Century: Man's Future (Science Fiction) |

TRIAD 2nd SEMESTER SCHEDULE 1970-1980

| PERIODS | TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| 1 | 7:48 - 8:29 | | | | | |
| 2 | 8:32 - 9:13 | | Persuasion:Mass Media<br>Tech.Sem.(Computers)<br>Design II<br>Yourself&Others<br>Medieval Matters/Anthropology | | Persuasion:Mass Media<br>Tech.Sem.(Computers)<br>Design II<br>Yourself&Others<br>Medieval Matters/Anthropology | |
| 3 | 9:16 - 9:57 | | | | 8th Grade Reading | |
| 4 | 10:00 - 10:41 | | | | | |
| 5 | | | | | | |
| 6 | | | Law SIA | | | |
| 7 | 12:47 - 1:30 | | | Law SIA | | |
| 8 | 1:33 - 2:15 | 7th Grade Reading (Fantasy)<br>Marine Biology | 7th Gr. Reading<br>Math Puzzles(6)<br>Marine Biology | 6th Gr.Reading<br>Olympics of the Mind (Creative Thinking)<br>Enr.Sci.(Electronics)<br>Math Puzzles (7) | | 6th Gr. Reading<br>Literary Magazine<br>Enrichment Science (Electronics) |

# APPENDIX G

# MODEL GIFTED PROGRAM CURRICULUM WORKBOOK

# TRIAD PILOT PROJECT

## CURRICULUM WORKBOOK

Produced by: The Triad Summer Workshop

August 6-13, 1979

Nether Providence Middle School

Conducted by: Dr. Francis Carter
Villanova University

Under the direction of George L. King, Principal

Participants: Tom Barbella - NPMS

Loretta Comfort - NPMS, SJHS

Dawn Bedell - NPMS

Joe Hampel - SJHS

Barbara Kenny - NPMS

Barbara Litt - SES

Wynne Milner - NPMS

Nancy Rader - NPMS

Annie Hwang - Student

Bruce Shiah - Student

Todd Palmer - Student

Julie Phillips - Student

# INTRODUCTION

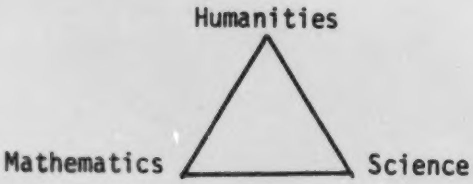
The charge of the Triad Summer Workshop was threefold:

1) to develop an eighth grade pilot gifted program for implementation at the Middle School during the 1979-1980 school year.
2) to develop Triad 1979-1980 sixth and seventh grade electives - subjects; appropriate goals and objectives; suggested activities.
3) to develop an outline for an inservice program on giftedness and gifted education, to take place during the 1979-1980 school year.

The product of the Triad Summer Workshop is a curriculim "WORKBOOK", for use by the Middle School teachers who will be teaching in the 8th grade pilot program and the 6th, 7th grade electives during the 1979-1980 school year. The "WORKBOOK" is designed to be used as an instrument for planning, development, teaching and evaluation of the pilot program and elective courses.

## 8th GRADE PILOT PROGRAM

### MAN IN A SCIENTIFIC, TECHNOLOGICAL SOCIETY
### (MASTS)



A study of contemporary man and the question of man's future from the points-of-view of the humanities and the sciences.

Humanities Seminars:

| | |
|---|---|
| The 21st Century: | Man Himself |
| | Man's Environment |
| | Man's Future (Science Fiction) |
| Persuasion: | Mass Media |
| | Debate |
| | Conflict Resolution |

| | |
|---|---|
| Technology Seminars: | Science |
| | Mathematics (Computer) |
| | Communications |

NOTE: The seminars are designed to be one semester in length and will meet during SIA, mini-course, activity and reading periods. Students may elect a minimum of one and a maximum of four seminars each semester during the 1979-1980 school year.

MASTS
Preface

## THE CHANGE REVOLUTION

Imagine a clock face with 60 minutes on it. Let the clock stand for the time men have had access to writing systems. Our clock would thus represent something like 3,000 years, and each minute on our clock 50 years. On this scale, there were no significant media changes until nine minutes ago. At that time, the printing press came into use in Western culture. About three minutes ago, the telegraph, photograph, and locomotive arrived. Two minutes ago: the telephone, rotary press, motion pictures, automobile, airplane, and radio. One minute ago, the talking picture. Television has appeared in the last ten seconds, the computer in the last five, and communications satellites in the last second. The laser beam - perhaps the most potent medium of all - appeared only a fraction of a second ago.

It would be possible to place almost any area of life on our clock face and get roughly the same measurements. For example, in medicine,... antibiotics arrived about one minute ago. About ten seconds ago, open-heart surgery. In fact, within the last ten seconds there probably have been more changes in medicine than is represented by all the rest of the time on our clock. This is what some people call the "knowledge explosion". It is happening in every field of knowledge susceptible to scientific inquiry.

... Change isn't new; what is new is the degree of change.

... This is really quite a new problem. For example, up until the last generation it was possible to be born, grow up, and spend a lifetime in the United States without ... ever confronting serious questions about ones's basic values, beliefs, and patterns of behavior. ... But now, just in the last minute, we've reached the stage where change occurs so rapidly that each of us in the course of our lives has to continuously work on a set of values, beliefs, and patterns of behavior that seem viable to us personally.

from "Teaching as a Subsersive Activity"
Postman and Weingartner

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man Himself - 21st Century

Teachers Involved: Wynne Milner

School: N.P. Middle

Grade Levels: 8

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979

Project Ended: Jan., 1980

Project Goals: For the student to become aware of his present environment and anticipate and prepare for his role in a future environment.

Project Objectives:

1. Develop an understanding of the role and obligation of science in society.
2. Learn the language of the computer and the importance of the computer in today's society.
3. Be aware of the potential and limitations underlying both of the above.
4. Become familiar with and aboe to utilize scientific methodology.
5. Make use of mathematical concepts in providing and/or analyzing scientific data.
6. Become proficient in verbal communication (oral, written) of mathematical and scientific concepts.
7. Explore to depth and extent possible an area of individual interest & to share the product of that exploration.

Project Content:

Concepts--

Individual Values, Roles
Body Adaptations
Aging
Beliefs

Persons--

Bacon, DaVina, Verne

Project Content:

Places-- Work at NASA Space Center

Objects--

Events-- Attend a gray panther meeting.
View Mork & Mindy
Watch Battlestar Gallictia

Processes-- Techniques in planning future
Scenic - writing, trend, forecasting
Delphi Method, Genius Forecasting

Terminology-- Evolution
Definition of all above

Skills-- Be able to forecast future
Interpret & use statistics

Attitudes-- Understanding of view points of older individuals

Project Content:

Appreciations-- Appreciation of the value decisions necessary for the future.

Judgments-- Be able to assess the consequences of the alternatives for problem solution they decided upon.

Teaching-Learning Strategies:

Orientation procedures

Motivational procedures-- Maggie Kuhn - Speaking on aging

Group interaction procedures-- Values Questionnaires

Divergent thinking experiences-- Alien Space Ship - simulation.

Culminating activities--

Draw a man or make a model of man as he will look in 21st society.
Design a solution to the problem of increasing life span.

Teaching-Learning Guides:

Field Experiences:
- Grey Panthers Meetings
- Franklin Institute
- Valley Forge 6.E Space Center
- Tour of Old Age Home

Instructional Media:

Frint-- Planning Tomorrow's Society

The Futuribles (a simulation group)

The Futurist Magazine
Alien Space Ship (Simulation) available from Social Studies School Service
10.00 Culver Blvd., Culver City, Ca. 90230

Growing Older

Value Questionnaire for Future Studies

Non print-- Films from DCIU

- An Inquiry into Future of Mankind: Desinging Tomorrow's Society
- Multi media net DCIU
- Evolution of Man
- The Futurists
- The Scientific Method
- The Shopping Bag Lady
- Aging
- Time Capsule
- Living w/Dying - multi media
- Shortrak films

Resource People:

- Maggie Kuhn
- Scientists working on a research project
- NASA

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man's Environment - 21st Century

Teachers Involved: Loretta Comfort/Wynne Milner

School: N.P. Middle    Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (during SIA)

Project Began: Sept., 1979    Project Ended: January, 1980

Project Goals:

For the student to become aware of his present environment, and anticipate and prepare for his life in a future environment.

Project Objectives:

1. Students will be able to comprehend and apply techniques for future planning.
2. Students will be aware of world and universal environment of 21st century.
3. Students will investigate several problems such as (food, energy, medicine ) of 21st century.
4. Students will predict possible value conflict arising from changes in 21st century.

Project Content:

Concepts-- products, technology, statistical predictions, food, energy, political systems, population control, relations between countries, Third World Power, medicine, arts, space exploration, values, crime, urban renewal, model cities, endangered species, pollution.

Persons--

Project Content:

Places-- NASA, USSR, China, Washington, D.C., India, Three Mile Island, Waste Disposal Plants, EPA.

Objects--

Events-- Three Mile Island Accident, Oil Spills, Space Shots.

Processes-- Gathering information and making predictions

Terminology-- futuristics, space terminology.

Skills-- Writing, critical thinking, verbalizing, using statistics & graphs, data gathering, hypothesis formation, problem solving.

Attitudes-- Awareness of future problems and the values inherent in them, openess and flexibility.

Project Content:

Appreciations-- Awareness of immediate, national and world society.

Judgments-- Use of current situations to predict future situations and ways to deal with the future.

Teaching-Learning Strategies:

Orientation procedures

Motivational procedures--

Group interaction procedures--

Divergent thinking experiences--

Culminating activities--

Teaching-Learning Guides:

Field Experiences:

Field excursions: Planetarium, courtroom, city hall, Franklin Institute, Art Museum, Planned Parenthood, Zoo, Family Services, Tinicum, Factories, Wash., D.C.(?) Foreigh Embassies, U.N. (?), NASA (Md.)

Instructional Media:

Print-- Newsweek, Time (attached sheet)

Non print--

Films: The Futurests, Noise Is Pollution, Noise Pollution, Science & Space, Tomorrow's World, Feeding the Billions

Resource People:

Engineers, politicians, planned parenthood, doctors, police, representatives, of HUD, urban league, professors, EPA, congressmen, computer specialists, solar energy specialists, producers of gasahol, environmentalist, land plannet, Rouse Corp.

INSTRUCTIONAL MEDIA (continued)

Print:

Social Studies School Service - $3.95
*Creative Growth Games (HR3735) - $3.95
*Teaching Human Beings (BP425)

Books

*Earth People Activity Book (DGY213) - $8.95

The End of Affluence, Paul & Anne Ehrlich (BB24376) - 1-4 $2.25, 5-more - $4.05

The next 200 Years , Herman Kahn (MOW29) 1-4 $4.50
5- $4.05

Future Facts, Stephen Rosen (SSH756) $5.95

Future Shock, Alvin Toffler (BAN6700) 1-4 $2.75
5-more $2.20

The Future File, Paul Dickson (ATH31) - $5.95

1999: The World of Tomorrow (WFS4) - $4.95

The Study of the Future (WFS3) - $9.50

Future Food, Barbara Ford (MOW299) - $4.50

To the Edges of the Universe (CAP212) - $5.95

Profiles of the Future (PL861) - $1.50

Simulations & Games - $15.00

COPE (INT25) - $15.00

Disunia (INT13) - $.95

Planning Tomorrow's Society (GP102) - $9.45

Futuribles (DCR551) - $3.00

Value Questionnaires for Future Studies - $.95

Planning Tomorrows Prisons (GP105) - $19.95

Energy X (ID3057)

Film strips & Slides

(fs) 2000 AD (NWK301C - $52.00
(fs) Doomsday: 21st Century (SED650C) - $52.00
(sl) Toward the Year 2000: Can We Survive? (CFH237) - $139.50

INSTRUCTIONAL MEDIA (continued)

Books

1 copy - The Ecology Action Guide (DV2186) - $1.95

*Public Affairs Pamphlets - Compulsory Retirement - PAP5555
Food for the Worlds Hungry PAP511
Making Products Safer PAP524
Military Budgets PAP551
Money for Cities PAP461
Prison Reform PAP510
Protecting Yourself-Crime PAP564
Public Welfare PAP516
Fight for Racial Justice PAP535
Rights of Patients PAP509
Womans Changing Place - $.35

Values & Society
Value Questionnaire for Race Relations EG815 - $3.00

Simulations

Pollution (1DC300) - $27.00
*Urban America (CD2) - $21.50
World INT74 - $23.50
Power Politics E6813 - $3.00

Slides, Filmstrips

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Science Fiction - 21st Century

Teachers Involved: Len Pure

School: N.P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (activity)

Project Began: Sept, 1979 Project Ended: January, 1980

Project Goals:

For the student to become aware of his present environment, and anticipate and prepare for his role in a future environment.

Project Objectives:

1. To explore components of Science Fiction.
2. To expose student to a variety of works.
3. To read at least one work of S.F. of student choice
4. To share reading experiences.
5. Works of S.F. based on established criteria - to evaluate.

Project Content:

Concepts--
1. development of science fiction (chronology)
2. style of writers
3. relationship between sicence and fiction in science fiction
4. major themes of science fiction

Persons-- Numerous authors available in library.

Bradbury
Asimov
Clark
Verne
Wells

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Use of Persuasion: Mass Media

Teachers Involved: Tom Barbella

School: N.P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals:

To examine the use of persuasive technique on the individual as a member of society.

Project Objectives:

1. Students will be able to analyze the values to which the persuasive technique is appealing.
2. Students will recognize persuasive technique.
3. Students will produce a persuasive advertisement in a chosen media.
4. Students will test the validity of an ad through statistical analysis and experiment.

Project Content:

Concepts--

Trends and Fads
Propaganda
Image Making of Candidates
Peer Pressure
Sex
Scientific Testing of Products

Persons--

Consumer Advocate
Ad Agency, Artists, etc.

Project Content:

Places--

Philadelphia Magazine
Newspapers
Political Headquarters

Objects--

Events--

An experience in investigating truth in advertising

(ie: examinining product claims)

Processes--

The creation of an Ad in each media form.

Terminology--

Propaganda
Consumerism

Skills--

Investigation Skills
Data Research & Collection
Data Presentation (graphs etc.)

Attitudes--

Students should be able to make sound judgements on advertising.

Project Content:

Appreciations--

1. of the importance of the Media as a force of influence.
2. for the need of good consumer education.

Judgments--

Judging the validity of an ad through experimentation.

Teaching-Learning Strategies:

Orientation procedures

Discussion

Motivational procedures--

Collection of advertising clippings

Group interaction procedures--

Evaluating Advertising

Divergent thinking experiences--

Creation of persuasive Ad in chosen media

Culminating activities--

Investigation of truth in advertising by examining claims of products.

Teaching-Learning Guides:

Field Experiences:

Ad Agency

Instructional Media:

Print--

Coping with the Mass Media: McDougal, Littell & Co, Box 1667.
Evanston, Illinois 60204

The Persuasion Box - Learning Seed - 1974 LSC72 - Social Studies School Serv.
10,000 Cluver Blvd.
P.O. Box 802
Culver City, Calif. 90230

Non print--

Films From IU
Consumer Ed - Who Needs It - MP 2-6240
The Consumer Game - MP 2-7784
Consumer Power - Advertising - MP 3-3757
Consumer Power - Cerdit - MP 2=7173
Consumer Complaints - The Right Way - MP 1-2961

Resource People:

Consumer Advocates
Ad Agency Personnel, Artists, etc.

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Use of Persuasion: Debate

Teachers Involved: John Preg

School: N.P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 2(Mini)

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals:

To examine the use of persuasive technique on the individual as a member of society.

Project Objectives:

1. Students will be able to distinguish fact from opinion.
2. Students will be able to present a logical argument with supporting and negative evidence.
3. Student will recognize a persuasive speech and a situation calling for a persuasive speech.
4. Students will be able preceive the distinguishing characteristics of debate.
5. Students will be able to assess the components and to evaluate. the accuracies of a persuasive agrument.
6. Students will indicate a readiness to revise judgments and change behavior in light of evidence and view problems in objective, realistic and tolerant terms.

Project Content:

Concepts--

Values
Bias
Logic
Courtroom
Interpersonal relations

Persons--

Community Resource - Lawyer

Project Content:

Places--

Media Courthouse
Political Candidates Headquarters

Objects--

Events--

Political Debate
Trial

Processes--

Examination of Library resources

Staging a debate using correct procedure

Terminology--

Affirmative
Negative
Rebuttal

Skills--

Note Cards
Research - Resources
Outlining

Attitudes--

Students will understand the process of formal debate.

Project Content:

Appreciations--

1. Language Skills
2. Listening Skills
3. Use of "factual" statistics and Info.

Judgments--

Students should be able to make judgments of what subjects are debatable and which are not.

Teaching-Learning Strategies:

Orientation procedures

Discussion

Presentation of procedure

Motivational procedures--

Debate for fun, "silly" topics
IE: "Which is better bubblegum or pop rocks?"

Logic games - drawing conclusions

Group interaction procedures--

Exploring topics

Divergent thinking experiences--

Collecting data

Culminating activities--

Staging a formal debate.

Teaching-Learning Guides:

Field Experiences:

1. Visit a courthouse - view a trial
2. Experience a political debate.

Instructional Media:

Print--

Mathematical reasoning
    Debate
    Critical Reasoning - Delco IMU

Debates & Debating, M. Hughes - NPMS Library

Critical Thinking - Harnadek Midwest Publications P.O. Box 129, Troy, Mich. 48084

Non print--

Films: IMS

Oral communication - planning a speech
Reporting and Explaining
Speech Skills - Using your voice effectively
How to conduct a discussion

Resource People:

View "Point-Counterpoint" on 60 Minutes

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Use of Persuasion: Conflict Resolution

Teachers Involved: John Preg

School: N.P. Middle  Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 2(Mini)

Project Began: Sept., 1979  Project Ended: Jan., 1980

Project Goals:

To examine the use of persuasive techniques on the individual as a member of society.

Project Objectives:

1. Students will weigh the alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups.
2. The students will show skills in recognizing and weighing values involved in alternative courses of action.
3. Students will be able to integrate the results of an investigation into an effective plan or solution to solve a problem.
4. Students will indicate a readiness to revise judgments and change behavior in light of evidence and view problems in objective, realistic and tolerant terms.

Project Content:

Concepts--

Conflict
Power
Behavior Modification
Legislative Authority
Special Interest Groups
Revolution
Rioting

Persons--

Martin Luther King
Grandhi
Jane Pitman

Project Content:

Places-- History of Courthouse and Court System

Objects--

Events-- Local - community problem
Classroom crisis occuring at this time
Any newsworthy event

Processes--

Terminology-- Hung Jury
Vocab of courtroom

Skills-- Courtroom procedure
Debate skills
Value clarification techniques

Attitudes-- Conflict resolution
Values clarification
Creative problem solving

Project Content:

Appreciations-- An appreciation of the fact that there are many different ways of resolving a conflict, among them peaceful means.

Judgments-- Students will be able to evaluate the affects of the alternative solutions to their won personal conflict situation.

Teaching-Learning Strategies:

Orientation procedures

Motivational procedures--

Group interaction procedures--

Divergent thinking experiences--

Culminating activities--

Teaching-Learning Guides:

Field Experiences:

- Trip to Courthouse
- Trip to Broadmeadows
- Trip to Crisis Center
- Hot Line - marital abuse/child abuse/suicide

Instructional Media:

Print-- Books

Peace Making - edited by Barbara Stenford BAN2586 - Listed in Social Studies School Se
Debate & Debating - Mary Louise Hughes
Values in Teaching - by Rath & Simon
Affective Education by Bob Eberle & Rosie Hall
Paper, Pencils & Pennies DOK Publishers

Non print-- (Look under Guidance & Personal Development Behavior)

| IMS Films | Feature Films |
|---|---|
| Neighbors | Lord of the Flies |
| Is it Always Right to be Right | Mutiny on the Bounty |
| Lines & Dots | West Side Story |

Simulation Games
Expressway, Liver Transplant, The Hungrary Zehbodiens

Resource People:

- Attorney
- Judge
- Family Service Agency
- Gang Leader
- Student Gov't
- School Board

Marion Nelson
Del. Co. Courthouse
Pub. Relations for student tours, etc.

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man In A Scientific , Technological Society: Science Seminar

Teachers Involved: Dawn Bedell

School: N.P. Middle     Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: (2 mini & 1 activity periods)

Project Began: Sept., 1979     Project Ended: Jan., 1980

Project Goals:

1. Provide students with a depth of knowledge that will lead to critical thinking and evaluative skills.
2. Provide students with an opportunity to explore the relationships between mathematics and science in current issues.
3. Provide students with opportunity to apply written and oral communication skills to the fields of mathematics and science. (continued attached page)

Project Objectives:

1. Develop an understanding of the role and obligation of science in society.
2. Be aware of the potential and limitations underlying both of the above.
3. Become familiar with and able to utilize scientific methodology.
4. Become proficient in verbal communication (oral, written) of mathematical and scientific concepts. (continued attached page)

Project Content:

Concepts-- nuclear energy

1. production of
2. uses of
3. advantages & disadvantages of
4. future of
5. alternatives to

Persons-- to be studied:

Scientists (biography) - refer to communications seminar

GOALS (continued)

4. Provide students with opportunity for original research yielding a viable product with potential societal application.

OBJECTIVES (continued)

5. Explore to depth and extent possible an area of individual interest and to share the product of that exploration.

Project Content:

Places-- to be studied:

a nuclear reactor
a solar installation
a refinery

Objects-- to be studied:

models

Events-- to be studied:

Three Mile Island accident

Processes-- to be studied:

nuclear reactions
petroleum refining
radiation
production of gasahol

Terminology-- to be studied:

vocabulary of nuclear science
solar energy
petro-chemical industry

Skills-- observing

data - collecting
questioning (analyzing)
developing hypothesis (synthesis)
predicting
inquiry

sampling
palling
original research

Attitudes--
critical thinking
awareness
concern
appreciation
acceptance of trade-offs
evaluation

Project Content:

Appreciations-- complexity of the problem

Judgments-- pro or con nuclear energy

Is it a choice or degree of choice?

Teaching-Learning Strategies:

Orientation procedures -- Introduction to "Change Revolution"
Nova tape or films

Motivational procedures--

1. Opposing need and interest areas as suggested in Nova Tape.
2. Students immediate experience and concern as a result of TMI incident and gasoline crisis

Group interaction procedures--

webbing - brainstorming
research groups
discussion

Divergent thinking experiences--

pro & con speakers
public demonstrations
PR films (industries)

Culminating activities--

Local Survey or poll

Teaching-Learning Guides:

Critical Issues in Science & Society: the Great Energy Debate
(The Center for Humanities, Inc.)

Field Experiences: nuclear plant visit (Limerick or Peach Bottom)
solar installation (U. of Delaware)
Tri-state (PJM Interconnection Center)
refinery visit

Instructional Media:

Print-- current publications
textbooks & reference books
government & industry reports & handouts

Non print-- video - tape - Nova
models
films - "Man & Machine - Remance
Going up in Smoke"

Resource People: Triad teacher
anti-nuclear organization representative
electric co. representative
solar energy physicists
petroleum industry representative
gasahol chemists
Sindlinger & Co. (mktg research & analysis)
parents & local people involved in related areas
local colleges, universities & industries

Project Evaluation:

Student Reactions--

Self-rating of performance

Self-rating of project

Teacher Observations--

Development of critical thinking skills
Development of organizational skills
Development of group interaction skills
Development of awareness & appreciation of the point of view of others
Development of increased knowledge in areas covered.

Teacher Concerns and Reservations--

Broad scope of project
Acquisition of resource materials at students' comprehension level.

Project Evaluation:

Teacher Recommendations--

Student evaluation

1. Written statement of students personal decision regarding the future of nuclear energy supportee by arguments substantiating their decision.
2. Student rating of the project (process, media, activities, poll, etc.)
3. Evaluation of survey & student discussion of results. (Do citizens usually make decisions on knowledge, emotion, etc.??)

Teacher's signature: ____________________ Date: ______________

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man in a Scientific, Technological Society : Computer Seminar

Teachers Involved: Nancy Rader

School: N.P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 3 classes/wk - (2 mini + 1 Act.)

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals:
1. Provide students with a depth of knowledge that will lead to critical thinking and evaluative skills.
2. Provide students with an opportunity to explore the relationships between mathematics and science in current issues.
3. Provide students with opportunity to apply written and oral communication skills to the fields of mathematics and science. (continued next page.)

Project Objectives:
1. Develop an understanding of the role and obligation of science in society.
2. Learn the language of the computer and the importance of the computer in today's society.
3. Be aware of the potential and limitations underlying both of the above.
4. Become familiar with and able to utilize scientific methodology.
5. Make use of mathematical concepts in providing and/or analyzing scientific data.
6. Become proficient in verbal communication (oral, written) of mathematical and sceintific concepts.
7. Explore to depth and extent possible an area of individual interest and to share the produce of that exploration.

Project Content:

Concepts--

1. Algorithms
2. Flowcharts
3. Base 2
4. Workings of a computer
5. Computer Language
6. Programming

Persons--

PROJECT GOALS: (continued)

4. Provide students with opportunity for original research yeilding a viable product with potential societal application.

Project Content:

Places--

1. Radio Shack
2. High Schools
3. Industries
4. Own School

Objects--

1. Handson TRS-80
2. Various Types of computers
3. Books

Events--

1. Field Trips
2. Special Showings
3. Speakers
4. Demonstrations

Processes--

1. Flow Chart learnings
2. Computer language
3. Working a computer
4. Programming

Terminology--

1. TRS-80 language
2. Flow Chart language
3. Program language
4. Other system language

Skills--

1. Problem solving
2. Basic math skills
3. Spelling skills
4. Vocabulary skills
5. Desirable social attitudes

Attitudes--

1. Desirable social attitudes
2. Good work habits
3. Cooperation in group projects
4. The use of computer in careers
5. Creative project work

Project Content:

Appreciations--
1. Computer job preferences
2. Potential skills
3. Good work habits
4. Uses and limitations of computers

Judgments--

1. Career choices
2. Computer uses
3. Techniques of problem solving
4. Active interest in the computer industry.

Teaching-Learning Strategies:

Orientation procedures

1. Base Two
2. Discussion of computers and their uses
3. Demonstrate the operation of TRS-80
4. Discuss languages of computers

Motivational procedures--

1. Demonstrate the computer
2. Show capabilities of computer
3. Discuss how to correlate computer to science
4. Discuss how computer can make task easier
5. Play computer games

Group interaction procedures--

1. Computer Games
2. Plan a simple program for computer
3. Make up own computer language
4. Share computer knowledge of previous experiences
5. Make a game to be programmed

Divergent thinking experiences--

1. Discuss pros & cons of computers
2. Assess other uses of computer (possibilities)
3. Evaluate the use of the computer in connection with the science project
4. Recommendations on the uses of the computer in other courses

Culminating activities--

1. To use the computer in the science and humanity fields.
2. To make new programs
3. To demonstrate the computer to other students
4. To assess the worth of the computer in school activities.

Teaching-Learning Guides:

1. Radio Shack pamphlet
2. "Computer Science " - A Primer (library)
3. TRS-80 Teaching Guide
4. Creative Publications - games and activities
5. Textbooks

Field Experiences:

1. Go to Radio Shack to see other systems
2. Go to industries which use computers
3. Visit other schools who use computers
4. West Chester State College Math - computer center

Instructional Media:

Print--

1. Textbooks
2. Games
3. Flowcharts
4. Language Understanding
5. Graph paper
6. Computer Books
    - "Fun & Games with Computers" C.P.
    - "Computer Clippings" C.P.
    - Basic Computer Games C.P.
    - "My Computer Likes Me" C.P.
    - Instant Freeze-Dried Computer Programming in Basic - C.P.
7. "Cardiac" - Game - (math master)
8. Peoples Computer - magazine (bi-monthly)
9. Computer Conversations (m.G. Inc.)
10. More Computer Conversations "
11. Computer Terminal Keyboard Poster "
    Basic In A Flash "

(continued on attached page)

Non print--

1. TRS-80 Computer Machine - Hands-On
2. Calculators
3. Demonstrations
4. Films -(attached)

Resource People:

1. Teachers
2. Parents
3. Computer Engineers

## INSTRUCTIONAL MEDIA (continued)

### Print--

### Houghton Mifflin

1. What is a Computer
2. Flow Charting
3. A Guided Tour of Computer Programming in Basic

### Camelot Publ. Co.

1. Basic - Aunit for Secondary Schools - $3.95 student, $7.95 teacher
2. Flowcharting and Basic - $7.95
3. Visual Masters for Teaching about Computers - $8.95
4. Visual Masters for Teaching Basic Programming - $8.95
5. Fun with Computers & Basic - $5.95
6. Basic Coding Form - class size pad of 35 - $1.25
   Flowcharting form - pad of 35 - $1.25
   Flowcharting Template - $1.00

### Non-Print

1. Computer glossary
2. Computer revolution
3. Computers and You
4. Data Processing - An Introduction
5. Flow Diagrames
6. Games, Puzzles & Logic
7. Information machine
8. An Introduction to feedback
9. Life Around Us - The Ultimate Machine

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man in a scientific, Technological Society: Communications Seminar

Teachers Involved: Wynne Milner/Loretta Comfort

School: NPMS

Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 1 (Reading)

Project Began: Sept., 1979

Project Ended: January, 1980

Project Goals:

1. Provide students with a depth of knowledge that will lead to critical thinking and evaluation skills.
2. Provide students with an opportunity to explore the relationships between mathematics and science in current issues.
3. Provide students with opportunity to apply written and oral communication skills to the fields of mathematics and science. (continued attached sheet)

Project Objectives:

1. Develop an understanding of the role and obligation of science in society.
2. Learn the language of the computer and the importance of the computer in today's society.
3. Be aware of the potential and limitations underlying both of the above.
4. Become familiar with and able to utilize scientific methodology.
5. Make use of mathematical concepts in providing and/or analyzing scientific data.
6. Become proficient in verbal communication (oral, written) of mathematical and scientific concepts.
7. Explore to depth and extent possible an area of individual interest and to share the product of that exploration.

Project Content: Decision Making Unit

Concepts--

A skillful decision maker has more personal freedom because he is more likely to recognize discover or create new opportunities and alternatives. Learning decision - making skills, therefore, increases the possibility that each person can achieve that which he values.

Persons--

Peers
Adults (teachers/parents)

PROJECT GOALS (continued)

4. Provide students with opportunity for original research yielding a viable product with potential societal application.

Project Content:

Places--

Objects--

Events--

Processes--

Terminology--
Value (environment, relative, right, wrong)
Information (alternatives, outcomes)
Strategy (certainty, risk, uncertainty, combination)

Skills--
1. Examination and Recognition of Personal Values.
2. Knowledge and use of adequate relevant information.
3. Knowledge and use of an effective strategy for converting this information into an action.

Attitudes--
1. There are no right or wrong values.
2. Values are learned.
3. A person's choices are increased if he can create new alternatives based on information
4. Most decisions involve some risk.

Project Content:

Appreciations--

Judgments--

Teaching-Learning Strategies:

Orientation procedures

Motivational procedures--

- Personal Inventories
- Films

Group interaction procedures--

- Role-Play
- Simulation
- Discussion

Divergent thinking experiences--

- Brainstorming
- "Webbing"
- Creativity exercises/problem solving

Culminating activities--

- Personal Planning

Teaching-Learning Guides:

Deciding: A Leader's Guide - H.B. Gelatt,
Barbara Varenhorst and Richard Carey
(College Entrance Examination Board, 1972)

Field Experiences:

Interviews
"Research" Exercises/Practical Application

Instructional Media: (see Appendix in Deciding: A Leader's Guide)

Print--

Deciding - Student Handbook (see above)

Non print--

Life Career Game -
(Educational Materials Center
Palo Alto Unified School District)

Decade of Decision series - available through Del. Co. IMS

Resource People:

Guidance Counselor
Professionals
Psychologist

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man in a Scientific, Technological Society: Communications Seminar

Teachers Involved: Wynne Milner/Loretta Comfort

School: N.P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 1 (Reading)

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals:

1. Provide students with a depth of knowledge that will lead to critical thinking and evaluative skills.
2. Provide students with an opportunity to explore the relationships between mathematics and science in current issues.
3. Provide students with opportunity to apply written and oral communication skills to the fields of mathematics and science. (continued next page)

Project Objectives:

1. Develop an understanding of the role and obligation of science in society.
2. Learn the language of the computer and the importance of the computer in today's society.
3. Be aware of the potential and limitations underlying both of the above.
4. Become familiar with and able to utilize scientific methodology.
5. Make use of mathematical concepts in providing and/or analyzing scientific data.
6. Become proficient in verbal communication (oral, written) of mathematical and scientific concepts.
7. Explore to depth and extent possible an area of individual interest and to share the product of that exploration.

Project Content: Precis Writing Unit

Concepts--

Persons--

PROJECT GOALS: (continued)

4. Provide students with opportunity for original research yielding a viable produce with potential societal application.

Project Content:

Places--

Objects--

Events--

Processes--

Terminology--

Skills--

1. Students will read a wide variety of short articles and essays relating to the effects of a technological society on human beings.
2. Students will view narrative and non-narrative films dealing with modern man in a space-age technology.
3. Students will be able to sythesize the content of written and filmic works covered in the course, writing precis indicating their ability to extract the main ideas of each work.

Attitudes--

1. To deepen students' understanding of the effects of a rapidly changing technological society on all aspects of human life.
2. To help students learn the skill of precis writing and appreciate the importance of assimilating and organizing ideas quickly, accurately, and systematically.

Teaching-Learning Guides:

For teacher's use: Warriner's Complete Course: English Grammar and Composition, pp 413 - 421, "Precis Writing"
The Junior Precis Practice Pad
Paul W. Lehmann

Field Experiences:

Instructional Media:

Print--
America - 20th Century Exposition: Man and the Social Machine
Samll is Beautiful - Schumaker
Man Alone - Eric & Mary Josephson (eds.)
The essays of Tom Wolfe
Ommi Magazine
The Futurist Magazine
Time
U.S. News & World Report
Saturday Review
Psychology Today
Harper's
The Atlantic

Non print--

| | | | |
|---|---|---|---|
| "Darwin was Right" | 16 mm | 10 min. | |
| "Future Shock" | 16 mm | 40 min. | |
| "The Problem: | 16 mm | 10 min. | Available from Delco IMS |
| "The Question" | 16 mm | 10 min. | |

Resource People:

## 6th, 7th GRADE ELECTIVES
## 1979-1980

MARINE BIOLOGY

DESIGN/THE MAN-MADE ENVIRONMENT

GETTING TO KNOW YOURSELF AND OTHERS

CREATIVE THINKING

SCIENCE ENRICHMENT

MATH GAMES AND PUZZLES

ANTHROPOLOGY

MEDIEVAL MATTERS

FANTASY

NOTE: These electives will meet during mini-course, activity and reading periods and are designed to be one semester in length. Students may choose a minimum of one and a maximum of three electives each semester during the 1979-1980 school year.

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Marine Biology

Teachers Involved: Mike Ferguson

School: N.P. Middle Grade Levels: 6 & 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals: Via inquiry, discovery, and hands-on techniques the student should develop process skills which will be utilized in future programs.

Project Objectives:

1. To get students outside the classroom to observe natural marine environments.
2. To get students outside the classroom to interact with scientists involved in marine biology.
3. To give the students a chance to observe the interplay between biotic and abiotic components in an ecosystem.
4. To give students a chance to work with collecting and analysing data in the field.

(continued on attached sheet)

Project Content (Suggestions):

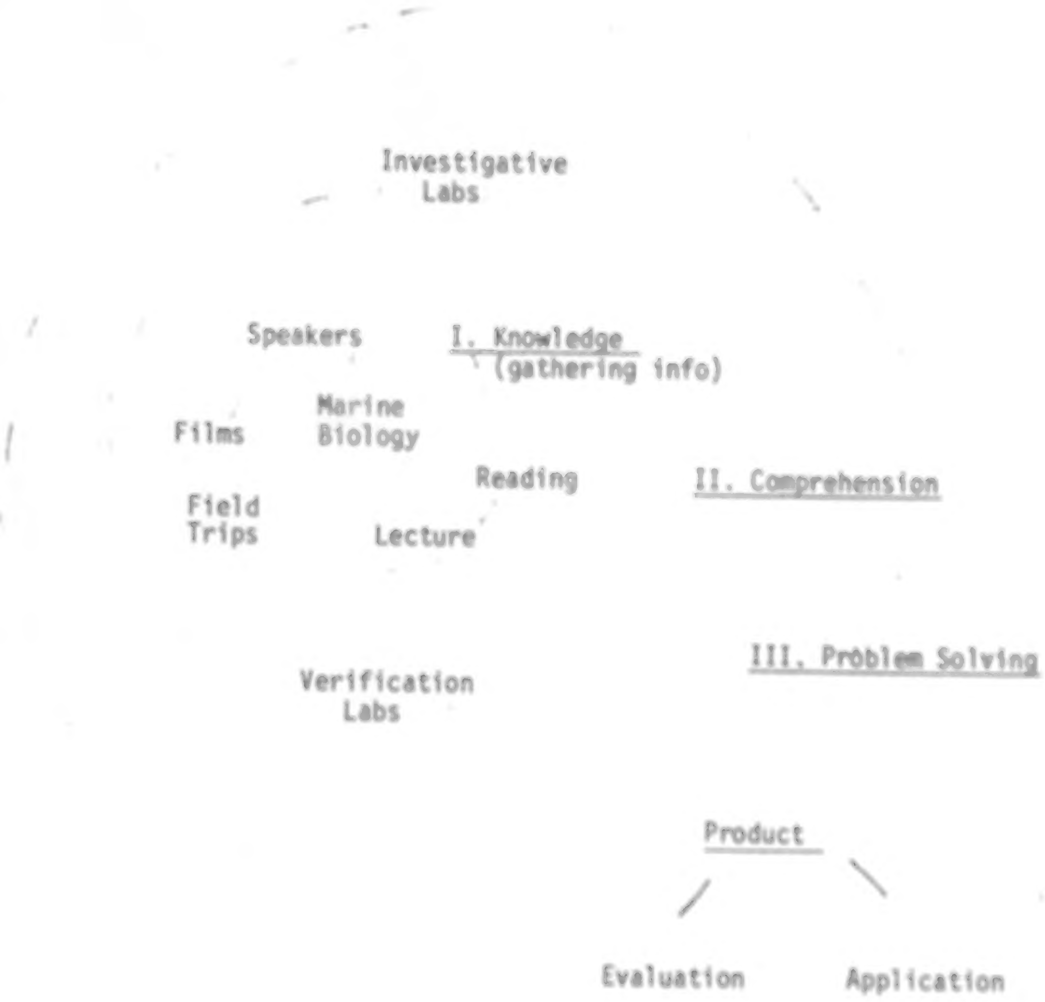
Concepts--

Persons--

PROJECT OBJECTIVES (continued)

*The first three of the above objectives involve KNOWLEDGE, COMPREHENSION, APPLICATION, and ANALYSIS in the COGNITIVE DOMAIN and RECEIVING (awareness, appreciation), RESPONDING, and VALUING IN THE AFFECTIVE DOMAIN. The fourth objective extends to COMMITMENT in the AFFECTIVE DOMAIN - Bloom's Taxonomy.

PROJECT CONTENT: Methodology Model


Investigative Labs
Speakers
I. Knowledge (gathering info)
Films
Marine Biology
Reading
II. Comprehension
Field Trips
Lecture
III. Problem Solving
Verification Labs
Product
Evaluation
Application

Field Trips

1. Wallop's Island
2. Cape Henolopen
3. Wetlands Institute (Stone Harbor, N.J.)
4. Swarthmore College - marine aquaria

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Design/The Man-made Environment

Teachers Involved: Sue Breitfeller

School: N.P. Middle Grade Levels: 6, 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979 Project Ended: Jan. 1980

Project Goals:

To develop aesthetic awareness of the man-made environment and the process of design through a problem-solving approach.

Project Objectives: (Bloom-C = cognitive, A = Affective)

1. (c) To develop a working knowledge of the terminology of design (texture, contrast, line, etc.) and that these are present in both natural and man-made objects (A - Receiving).
2. (c) To recognize the dominant design elements in both natural and man-made objects (A-Responding).
3. (c) To understand the relationship between the elements of design and emotional response of the perceiver (A-Valuing).

(continued on attached page)

Project Content: (Suggestions)

Concepts--

1. Design of an Object (for example, chair).
2. Design of a Limited Space - Environment (for example, a room or playground).
3. Design of a Complex -Environment (for example, a building or block - neighborhood).

Persons--

1. Chair Designer
2. Interior Designer
3. Architect

PROJECT OBJECTIVES - (continued)

4. (c) To produce a product which illustrates the above (A-System Organization)

5. (c) To evaluate the produce using appropriate design criteria (A-Committment).

Project Content:

Places--

1. Museum Experience
2. "Field" Research/Interviews

Objects--

1. Films
2. Object Examples (print, weaving, photograph, etc.)
3. Art Materials

Events--

Processes--

Terminology--

Skills--

Attitudes--

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Getting to Know Yourself and Others Better

Teachers Involved: Wynne Milner

School: N.P. Middle Grade Levels: 6

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (Reading)

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals:

To encourage the social and emotional growth of the student.

Project Objectives (Bloom's Taxonomy):

Affective

1. Sensing and being aware of a broad range of feelings (receiving).
2. Responding to feelings through the arts (responding).

(continued attached sheet)

Cognitive

1. Gaining information making it possible to identify a broad range of feelings (knowledge
2. Listening and observing for the purpose of understanding moods and feelings (comprehens

(continued attached sheet)

Project Content:

Concepts--

How an individual feels about himself and how he feels about those with whom he associa how he feels about the situation in which he is, highly influences the tasks he is willing to attempt and the degree of commitment he makes to carry them out.

Persons--

Peers
Parents
Teachers

## PROJECT OBJECTIVES (continued)

### Affective

3. Interacting and sharing points-of-view concerning interpersonal relationships (valuing).

4. Exploring feelings through expressions of regard and disregard (organizing a value system).

5. Experiencing conditions of trust, respect, appreciation and affection (characterization).

### Cognitive

3. Verifying situations and generalizing about problems involving social interaction (application and analysis).

4. Creating ideas which build and support positive relationships (synthesis).

5. Affirming the strength and power of interpersonal regard (evaluation).

Project Content:

Places--

Objects--

Events--

Processes--

Terminology--

Skills--

1. Student is able to match feeling words with feeling situations, as a result, he learns to discuss his feelings.
2. Through art and/or writing activities, students learn to express feelings and observe the moods and feelings in the expressions of others.
3. Students identify problems and examine feelings.
4. Students investigate new ways of relating.
5. Students discover, internalize, affirm the strength and value of positive human interaction.

Attitudes--

1. Contentment
2. Consideration for others
3. Expressions of Courtesy
4. Humane Behavior
5. Personal Equality
6. Good feelings about one's self
7. Affirmative Behavior
8. Expression of relatedness

Teaching-Learning Guides:

Field Experiences:

Instructional Media:

Print-- The Triad Enrichment Model, J. Renzulli, Creative Learning Press, 1976.
A Total Creativity Program for Individualizing and Humanizing the Learning Process, Williams, Educational Technology Publications, 1972.
Affective Education Guidebook, Eberle & Hall, DOK Publishers, N.Y., 1975
Experiences in Human Relations: Communications Kit, Applied Scientific Knowledge, Inc.

Non print-- Films available from IMS

"Circle of Life: To Be A Friend, To Be A Person"
"Guidance for the 70's - Putting yourself Together"
"Skater Dater"
"others"
"I Am"
"I Think"
"A Fable"
"Edge of Adolesence"
"Magic Circle: The Pinch, Kids & Conflicts"

Resource People:

Guidance Counselor

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Creative Thinking

Teachers Involved: Wynne Milner/Loretta Comfort

School: N.P. Middle

Grade Levels: 6

Number of Students Involved: 10-15

Number of Class Periods Required: 2/3 (activity)

Project Began: Sept., 1979

Project Ended: Jan., 1980

Project Goals:

To increase students potential creative thinking skills (creative problem solving abilities).

Project Objectives:
To develop ability to:

1. be fluent in production of ideas.
2. generate original ideas.
3. elaborate on ideas.
4. make unusual associations between ideas.
5. be flexible in thinking patterns.
6. rearrange elements of thought.
7. sense when problems exist.
8. act spontaneously.
9. visualize mentally.
10. tolerate ambiguity.
11. sense inconsistencies.
12. make guesses & hypotheses.
13. take psychological risk.
14. redefine elements of a task.
15. work with concentration.
16. maintain autonomy of ideas.

Project Content:

Concepts--

Persons--

Project Content:

Places--

Objects--

Events--

Processes--

Terminology--

fluency
flexibility
originality
elaboration

Skills--

(same as above, visual and verbal)

Attitudes--

Project Content:

Appreciations--

Judgments--

Teaching-Learning Strategies:

Orientation procedures

Motivational procedures--

Measurements - self-inventory, creativity test
Dream Diary/Log

Group interaction procedures--

Peer Evaluations
Brainstorming
Alternative Seeking

Divergent thinking experiences--

Visual Thinking - seeing, imagining, idea-sketching
Challenging Assumptions, Analogy
Design
Innovation

Culminating activities--

Mindstretching
Projection

Teaching-Learning Guides:
- The Creatively Gifted Child, Khatena
- The Triad Enrichment Model, Renzulli
- The Creativity Kit, Learning Seed Co.
- Lateral Thinking, Edward Bono
- A Total Creativity Program, Frank Williams
- Experiences in Visual Thinking, McKim
- Torrance Creativity Measurements

Field Experiences:

Instructional Media:

Print--

Non print--

Films (from Del. Co. IMS):

Searching Eye (MP 23992)
Creation: Artist At Work (MP 24474)
Creative Hands (MP 26858)
Sandman (MP 10968)
Mouse Activated Candle Lighter (MP 14364)
Claude (MP 15593)

Resource People:

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Science Enrichment

Teachers Involved: Len Pure

School: N.P. Middle

Grade Levels: 6 & 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (act.)

Project Began: Sept., 1979

Project Ended: Jan., 1980

Project Goals: To expose students to science material beyond the scope and limits of the regular classroom cirriculum and via inquiry, discovery and hands-on techniques develop skills that can be utilized in future programs.

Project Objectives (Bloom's Taxonomy):

a. The students will develop independent and creative thinking processes (awareness).
b. The students will approach a problem by acting like a scientist, inter-relating process and content (responding).
c. The students will be able to get outside of the classroom and be exposed to professional scientists explaining or demonstrating their current projects (appreciation, awareness, responding).
d. The students will produce a product suitable for science fair entry showing the result of careful analysis and/or synthesis processes (committment).

Project Content: Below are listed several activities which may be used as part of the regular curriculum or as independent, problem-solving activities.

Concepts--

1. Stimulate ideas:
    a. Teacher demonstrations
    b. Attend a science fair
    c. Speakers and past projects
2. Selection of a science fair project stressing careful consideration and analysis an the criterian for judging science fair projects. (continued attached sheet)

Persons--

PROJECT CONTENT:

3. Use of scientific mathod in carrying out science fair projects, stressing careful observation, collection of data, forming hypothesis, evaluating.

4. Involvement in the Delaware County/Delaware Valley Science Fiar

See attached list of suggested topics.

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Math Puzzles and Games

Teachers Involved: Kay Kernicky

School: N.P. Middle

Grade Levels: 6th, 7th

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (act.)

Project Began: Sept., 1979

Project Ended: Jan. 1980

Project Goals: To appreciate that mathematics is not a static subject area where everything is known, but rather, that is is an area of adventure and potential creative accomplishment.

Project Objectives:

1. The student will develop logical thought processes.
2. The student will develop intelligent approaches to problem-solving techniques.
3. The student will recognize the importance and methods of organizing thoughts and actions.
4. The student will better understand more abstract concepts and systems related to mathematics.

Project Content (Suggestions) :

Concepts--

1. Logic
2. Probability
3. Operational Systems
4. Calculators & Games

Persons--

Teaching-Learning Guides:

Field Experiences:

Instructional Media:

Print--

Non print--

Logic

a. "Wiff'N-Proof - game of logic
b. "Games" (Magazine)
c. "After Math Series" (CP)
d. "I'm a Number Game" (CP)

Probability

a. "What Are My Chances"
b. How To Take a Chance
c. Probability & Statistic Lab - $32.95

Resource People:

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Anthropology

Teachers Involved: Loretta Comfort

School: N.P. Middle  Grade Levels: 6 & 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979  Project Ended: Jan., 1980

Project Goals:

Anthropology is designed to familiarize students with anthropological terms and methodology, to expose them to various cultures, and to foster tolerance of different cultures.

Project Objectives:

1. The student will be able to define and comprehend anthropological terminology.
2. The student will be able to apply methodology of anthropology in specific situations.
3. Given specific data of a culture, a student will be able to state generalizations about that culture.
4. Given some data about a culture, students will be able to categorize the information and arrive at a hypothesis.
5. Students will be able to gather data about their particular culture, and produce an anthropological study of it. (continued attached sheet)

Project Content:

Concepts--

Persons--

PROJECT OBJECTIVES: (continued)

6. Students will be able to assess the validity of each other's anthropoligical studies.
7. Students will be able to identify and verbalize their values.
8. After being exposed to various viewpoints, students should show a willingness to revise and change their behavior.
9. Students will be able to compare and contrast several cultures.

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Medieval Matters

Teachers Involved: Loretta Comfort

School: N.P. Middle

Grade Levels: 6 & 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979

Project Ended: Jan., 1980

Project Goals:

To become familiar with political, social, and economic systems of the middle ages, and to be able to see now this time period fits into the progression of history. Special attention will be given to the use of primary sources in analyzing history.

Project Objectives:

1. Students will be able to define and comprehend the terminology of the medieval period.
2. Students will be able to identify the sociological roles of members of medieval society
3. Students will be able to apply knowledge of roles through role playing members of the medieval society.
4. Students will be able to produce a diary of a member of the medieval society.
5. Students will be able to analyze the components of a medieval miracle play, and to produce a play upon conclusion.
6. Students will be able to evaluate the accuracy of their portrayal of the medieval time period.

Project Content: (see attached sheet)

Concepts--

Persons--

PROJECT GOALS: (continued)

7. Students will be able to show a willingness to volunteer and to participate in the medieval miracle production.
8. Students will indicate a willingness to assist and support the class effort in producing the play.
9. Students will be able to compare and contrast the medieval time period with another time period.

# APPENDIX H

## 1979 SUMMER WORKSHOP

## PARTICIPANTS' EVALUATION QUESTIONNAIRE

## EVALUATION OF TRIAD WORKSHOP

NP Middle School 8/13/79

1. What I liked best about the workshop.

2. If I were planning for a future workshop of this nature, what would I add, change, or omit?

3. Please comment briefly on each of the following:

   (a) Were my objectives for the workshop met?

   (b) How helpful were the handout materials?

   (c) Was sufficient time allotted for task forces to work?

   (d) How would you rate the quality of the published materials displayed on the browsing tables? Were they useful?

   (e) Was there an adequate balance of theory and practice?

   (f) Do you feel that this workshop experience has changed your philosophical position concerning the gifted? If so, how?

   (g) What unexpected but useful information or ability did you obtain from this workshop?

   (h) How effective was the leadership in planning and implementing the workshop?

4. Any other comments?

Thank you for your participation.

# APPENDIX I

## GIFTED PILOT PROGRAM
## MINI-COURSE DESCRIPTIONS

## 8th Grade MASTS Seminars
## (MAN IN A SCIENTIFIC, TECHNOLOGICAL SOCIETY)

### HUMANITIES Seminars

The 21st Century: Man Himself - the question of identity (who am I? where did I come from? where am I going?) has always interested Man. The role of the individual in a scientific, technological society will be examined -- the effect of rapid growth and change on the individual, the individual's responsibility to society.

The 21st Century: Man's Environment - anticipating changes in the 21st century in the way Man will live, several world and universal problems will be studied and techniques for future planning will be developed.

The 21st Century: Science Fiction and Man's Future - what is the relationship between Science and Fiction? what have been the major themes of science fiction literature? have science fiction writers been accurate in their predictions in the past? what predictions are current science fiction writers making about Man's future? These are some of the questions this seminar will deal with.

Persuasion: Mass Media - this seminar will examine the use of persuasive technique on the individual as a member of society. What societal values are revealed in advertising? How does advertising affect the individual? Data gathering and statistical analysis will be undertaken.

Persuasion: Debate - this seminar will continue the examination of the use of persuasive techniques on the individual as a member of society. Understanding the components of a persuasive argument and being able to evaluate its accuracies, as well as being able to present a logical argument with supporting evidence will be two goals for seminar students.

Persuasion: Conflict Resolution - this seminar will weigh alternative social policies and practices against standards of the public welfare. A study of our judicial system as well as a study of the tradition of dissent in America will be undertaken.

### TECHNOLOGY Seminars

Science Seminar - this seminar, through an in-depth study of a current science issue (Energy), will explore the role and obligation of science in society. Students will utilize the scientific method and have the opportunity to do original research in an area of individual interest.

Mathematics (Computer) Seminar - this seminar will teach the use of the computer and study the role of the computer in today's world. Students will have the opportunity to explore an area of individual interest and make use of the computer in providing and/or analyzing scientific data.

Communications Seminar - the results of the Science/Mathematics Seminars will be developed into a product to be shared...the importance of use of communication skills in the fields of mathematics and the sciences will be emphasized.

# APPENDIX J

# MIDDLE SCHOOL DISCIPLINE REFERRAL FORM

NETHER PROVIDENCE MIDDLE SCHOOL

# DISCIPLINE REFERRAL FORM

This referral form is to be used in all cases where, in the judgment of the teacher, a problem related to student behavior warrants action by the administration
(Use Separate Form for Each Student Referred)

STUDENT NAME ____________________

Section ________ Date ________ Time ________

Location of Incident ________ Period ________ Classroom ______ Other ____

REASON FOR REFERRAL

___ Fighting
___ Threatening other students
___ Throwing objects
___ Endangering the safety of self or others
___ Abusive language
___ Destroying or defacing property
___ Stealing
___ Wearing distracting clothing
___ Failure to observe school rules
___ Running in the halls

___ Smoking
___ Vandalism
___ Disrespect to a teacher
___ Disruptive behavior
___ Drug or alcohol abuse
___ Illegal solicitation of money or other property
___ Gambling
___ Failure to have necessary supplies
___ Other

DESCRIPTION OF INCIDENT: ____________________

Names of Witnesses: ____________________

PREVIOUS ACTION TAKEN BY TEACHER TO IMPROVE BEHAVIOR:

TYPE OF PRIOR PARENT CONTACT: __ Telephone __ In Person __ Letter __ No Previous Contact

____________________
(Signature of Teacher)

ADMINISTRATIVE DISPOSITION:

___ Conference with student
___ Returned to teacher with suggestions
___ Referred to counselor
___ Parent contact by telephone
___ Parent conference requested
___ In-school detention
___ Detention ( ____ days)

___ Suspension of privileges
___ Suspension (____ days)
___ Referred to law enforcement agency
___ Referred to third-party hearing
___ Other ____________________

COMMENTS: ____________________

____________________
Administrator's Signature (Date)

cc: White - Parents
Yellow - Office
Pink - Teacher

# APPENDIX K

# GIFTED STUDENTS' BEHAVIORAL SYSTEM CONTRACT

## NETHER PROVIDENCE MIDDLE SCHOOL

## G.O.O.D BEHAVIORAL SYSTEM

1. Report each morning to office, pick up point sheet for day.
2. Report to homeroom.
3. Go through normal schedule as assigned.
4. Each teacher will mark their point sheets. There are only two points possible per period. See example below:

    (A) Punctuality 0 - late without excuse
    1 - on time

    (B) Behavior 0 - unacceptable behavior--anything you judge so
    1 - behavior acceptable

5. There are seven academic periods, homeroom, lunch, and activity period.
6. They will receive points for every period, homeroom, and lunch each day and week.
7. Each day - 14 academic points
    2 homeroom points
    2 lunch points
    18 total per day

    90 points per week

8. They must earn 17 points each day.
9. If they don't earn the required amount, they will be assigned a detention.

    (A) No work - in seat with no desk.

    (B) If they do not behave properly during this time, they will receive automatic detention.

10. This is aimed solely at behavior not academics. Consider what is appropriate behavior for your classroom.
11. If they refuse to ask or let a teacher put in the points earned, they forfeit the points for that period.

## DAILY REPORT CARD

## G.O.O.D BEHAVIORAL SYSTEM

Name ______________________ Date ______________________

| | PUNCTUALITY 0 or 1 | BEHAVIOR 0 or 1 | COMMENTS |
|---|---|---|---|
| Homeroom<br>Teacher's Initial | | | |
| Period I<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period II<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period III<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period IV<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period V<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period VI<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period VII<br>Subject ____________<br>Teacher's Initial ________ | | | |
| Period VIII<br>Subject ____________<br>Teacher's Initial ________ | | | |

Reviewed by: ______________________

Parents Signature ______________________

Administrator ______________________

NOTE: Failure to have the Teacher initial this form negates the points earned for that period.

The completed form must be returned to the office at the end of each day.

# APPENDIX L

# THE WIENER ATTITUDE SCALE

## Appendix L

## WIENER ATTITUDE SCALE

This questionnaire has been devised to measure your attitudes. There are no "right" answers and no "wrong" answers. The only right answer is the one which best reflects your true personal opinion toward the particular question, and place the corresponding number in the space provided at the left.

| | |
|---|---|
| + (plus) 3 for strongly agree | - (minus) 3 for strongly disagree |
| + (plus) 2 for agree | - (minus) 2 for disagree |
| + (plus) 1 for mildly agree | - (minus) 1 for mildly disagree |

1. Gifted children want to take too much of class time.
2. There should be a change in the grading system for gifted children in special classes for the gifted.
3. The aptitude of a given child is the primary consideration in the screening and selection of gifted children.
4. Gifted children should remain in heterogeneous classes because they will spend their lives with all types of people.
5. Gifted children develop cliques and exclude the rest of the class.
6. Gifted children make great progress when placed in special classes.
7. The most important kind of ability to single out for consideration in a gifted child program is intellectual or mental ability.
8. Too many supplies are given to gifted children and denied to the other children.
9. Teachers should be selected on the basis of personality in addition to knowledge for instructing gifted classes.
10. Parents of gifted children interfere with the teachers and the teaching of the children.
11. Singling out gifted students for special treatment results in the establishment of an elite class.
12. The rigidity of teachers and administrators has acted as a buffer against more effective programs for the gifted.
13. Special classes and special teachers should be offered to the gifted children.

14. It is wiser to accelerate the gifted in the elementary school than in the secondary school.

15. Teachers become too interested in the gifted and neglect the average and below average in the classroom.

16. Gifted children stimulate each other to greater enthusiasm, effort, and accomplishments.

17. Gifted children tend to display a degrading disrespect for the teacher.

18. There is a tendency to slight the gifted children when there is a wide range of ability in a class.

19. The school has to be concerned with the fundamental learnings and skills for all children and not with programs for special abilities and needs.

20. It is more important to provide special services for the handicapped child than for the gifted.

21. When considering acceleration for the gifted, too much emphasis is placed on the social and emotional factors rather than intellectual growth.

22. Gifted children show sustained intellectual capacity proved by repeatedly high intelligence test ratings.

23. It is a wise educational procedure to require the gifted child to assist the slower learners.

24. Too many high IQ's together create many problems - the interests are too great and varied for the teacher.

25. Having a gifted class carries special esteem for the teacher.

26. Gifted students can be taught more effectively when grouped with other gifted children than when grouped with non-gifted children.

27. The IQ of a child is not an estimate of his ability.

28. Teachers should have special qualifications if they are to work with the gifted.

# APPENDIX M

## IN-SERVICE EVALUATION

## QUESTIONNAIRE AND RESULTS - JANUARY, 1980

## January 16th IN-SERVICE EVALUATION Dr. Fran Carter

1. Do you think the in-service session was of:

| | | | |
|---|---|---|---|
| 8.3% | 62.4% | 29.1% | |
| little value | some value | valuable | very valuable |

2. What do you feel you personally learned about the topic:

| | | | |
|---|---|---|---|
| 8.3% | 87.4% | 4.2% | |
| little | some | much | a great deal |

3. Will you apply something you learned in your classes:

| | | | |
|---|---|---|---|
| 16.6% | 45.8% | 29.1% | 8.3% |
| no | possibly | probably | yes |

4. Prior to this in-service session, how would you have rated your familiarity with the subject:

| | | | |
|---|---|---|---|
| 16.6% | 33.2% | 33.2% | 16.6% |
| unfamiliar | slightly familiar | familiar | knowledgeable |

5. How would you rate your familiarity with the subject as a result of the in-service session:

| | | | |
|---|---|---|---|
| | 33.2% | 49.9% | 16.6% |
| unfamiliar | slightly familiar | familiar | knowledgeable |

6. Would you be interested in future in-service sessions on giftedness and gifted education:

66.6% yes　　33.2% no

7. Please indicate areas of interest below:

3 philosophy
11 curriculum
14 materials
19 teaching strategies
3 student profiles
3 counseling
___ other:

# APPENDIX N

# PILOT PROGRAM PARENT AND STUDENT EVALUATION QUESTIONNAIRES

Nether Providence Middle School
Wallingford-Swarthmore School District
200 S. Providence Road
Wallingford, Pennsylvania 19086

December 17, 1979

TELEPHONE
(215) LOwell 6-9000

Dear Parents,

This year students participating in the Triad pilot program at the Middle School have the opportunity to elect from one to four Triad courses each semester, depending on individual interests and abilities.

As the first semester draws to a close, the Triad teachers and their classes are taking part in an evaluation; we hope that you will assist us in this evaluation process. Information gained will be valuable in planning for the second semester.

You should receive one Parent Evaluation for each Triad course in which your child is currently enrolled. Please complete these Parent Evaluations and return to school via your child on Wednesday, January 2.

Thank you for your cooperation.

Very truly yours,

George L King

GEORGE L. KING, PRINCIPAL
NETHER PROVIDENCE MIDDLE SCHOOL

GLK/fob

# PARENT EVALUATION

Teacher________________________ Your Child's Grade Level_________

Course_________________________ December, 1979

| | | Low | | | | High |
|---|---|---|---|---|---|---|
| 1. | How would you rate the enthusiasm your child has shown for this course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |
| 2. | To what extent do you feel your child has benefitted from participation in the course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |
| 3. | What value do you place on the field trip experiences (if any) in the course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |
| 4. | What overall value do you give to this course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |
| 5. | What is your evaluation of this year's program?<br>Comment: | 1 | 2 | 3 | 4 | 5 |

6. Do you believe a differentiated or non-differentiated evaluation system is more appropriate for Triad courses?

_____differentiated:
- _____A-E
- _____Pass/Fail
- _____ O,S,U
- _____ other - __________

_____non-differentiated:
- _____ checklist
- _____ narrative
- _____ conference
- _____ other - _________

7. What areas of the program do you believe need further development?

## STUDENT EVALUATION

Teacher ____________________

Course ____________________

Your Grade ____________________

December, 1979

| | Low<br>1 | 2 | 3 | 4 | High<br>5 |
|---|---|---|---|---|---|
| 1. What is your over-all rating of this course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |
| 2. How do you rate the materials used in the course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |
| 3. How do you rate the field trips (if any) taken during the course?<br>Comment: | 1 | 2 | 3 | 4 | 5 |

4. Why did you choose the course?

5. What did you like best about the course?

6. What would you like to change about the course?

# APPENDIX O

# GIFTED PROGRAM COURSE SELECTION SHEETS

## TRIAD SECOND SEMESTER COURSE SELECTION SHEET

Your Name______________________________ Your Parent(s) Signature__________________

Directions: Read the selection sheet carefully. Each course is described and the teacher (s) and meeting day (s) and time (s) noted. You may elect from one to four courses for the second semester, depending upon your interests, abilities and schedule. Please share this information with your parent (s) and ask him/her to sign above to indicate approval. If you have any questions or difficulties, see Mrs. Milner or Mrs. Comfort. The courses are listed in alphabetical order in four categories: mini-course, activity, SIA and reading. All courses are open to all three grade levels, schedule permitting. If you wish to be enrolled for a course, place a check mark in the space provided. You will be notified as soon as possible of your Triad schedule for the second semester. Thank you for your careful consideration and cooperation in following these directions!

(Note: The term "pre-registered" indicates that students have already been scheduled for that particular course and that the course is "closed")

MINI-COURSES (all meet Tuesdays and Thursdays during 2nd period)

☐ Computers

This course will involve discussion and reports on men, machines, job opportunities, and capabilities of computers. There will be films shown on the subject. The TRS-80 Level II Computer will be demonstrated. Computer games are to be used, flowcharting and programming techniques applied. Required of students are: 1) a desire to learn BASIC language and programming; 2) written report(s); 3) short quizes periodically; 4) production of a BASIC workable program. Taught by Mrs. Rader and Mrs. Bedell.

☐ Design II

The goals of the course will be to explore the design of the man-made environment around us and to develop a design of our own which can have a practical application in the community. A certain amount of "footwork" will be necessary during the course...environmental study-walks to provide examples to analyze. Taught by Mrs. Breitfeller.

☐ Getting To Know Yourself and Others

Designed to help students better understand their own feelings and those of others. Group activities will include discussion, role-play and simulation. Practice in decision-making, development of group work and leadership skills and improvement of problem-solving skills are course goals. Taught by Mrs. Milner.

☐ Medieval Matters

The course will cover the time period from the barbarian invasions of western Europe to the rebuilding of cities and trade in the 14th and 15th centuries. Topics of study will include medieval art, music, customs, law. The course might possibly conclude with the production of a medieval miracle play. Taught by Mrs. Comfort.

MINI-COURSES (Continued)

☐ Use of Persuasion: Mass Media

Students will examine the use of persuasive technique on the individual as a member of society. Concepts to be studied will include: trends and fads, propaganda, image-making of political candidates, peer pressure, use of sex in advertising, and scientific testing of consumer items. Course projects will include producing a persuasive advertisement in a chosen media and testing the validity of an ad through statistical analysis and experiment. Taught by Mr. Barbella.

ACTIVITIES (check individual course description for days and times)

☐ Current Affairs Symposium

The course will acquaint students with important issues in the news and will allow for analysis of current affairs and predictions for the future. Taught by Mrs. Comfort. Meets Thursday, 3rd period.

☐ Enrichment Science: Electronics

Exploring the basics of electronics from simple circuits to more complicated electronic equipment. Students will use electronic kits to put together projects of their own interest. A trip to the Franklin Institute will be planned. Taught by Mr. Pure. Meets Wednesday and Friday, 8th period.

☐ Literary Magazine Staff (Pre-Registered)

A group of students will gather, edit, organize and publish a magazine comprised of creative work submitted by the Middle School student body. This work will include art work, photography, short stories and poetry. Through this experience, students will learn the process of publishing a magazine and gain experience in judging quality in creative writing and art. Taught by Ms. Muth, Meets Friday, 8th period.

☐ Marine Biology

The course will deal in basic concepts of oceanography and marine life starting with plankton and moving through the food chain. Activities will include the set-up and workings of a salt water aquarium, activities using goldfish and work with the microscope. A research paper will be required. Taught by Mr. Ferguson. Meets Monday and Tuesday, 8th period.

☐ Math Puzzles and Games

Students are taught to play such games as Oh-Wah-Ree, Pitfall, Logi-quad, WFF 'n Proof and Solar Bases. Also, puzzles of various kinds are designed to entertain as well as to teach the student how to reason logically. Each activity stimulates and develops thought processes while having fun and being challenged to win at a game or solve a puzzle. Taught by Ms. Kernicky. Meets Tuesday, 8th period, for 6th grade and Wednesday, 8th period, for 7th grade.

ACTIVITIES (Continued)

☐ Olympics of the Mind

The course is to meet in preparation for a national creative problem-solving competition at Glassboro, New Jersey on May 30th. It might also involve competing in local creative competitions. Any student who elects this course should be a hard worker and have interest in original thinking. Taught by Mrs. Comfort and Ms. Muth. Meets Wednesday, 8th period.

☐ School Survival Skills

Designed for those students who wish to improve or develop skill in organization, studying, following directions, taking notes, taking tests. The course will be fun as well as practical in nature. Taught by Mrs. Milner. Meets Monday, 8th period.

SIA COURSES (Please indicate when you have SIA times:____/____, ____/____)

☐ Law

Citizens' rights and responsibilities in specific areas (the juvenile justice system and consumer fraud) will be studied, with assistance from the Delaware County Bar Association. Students will gain general background understanding of the philosophy and application of our legal principles Taught by Mrs. Comfort and Mrs. Milner.

☐ Use of Persuasion: Conflict Resolution

This course will involve an exploration of issues that people have chosen to live and die for. A study of four historical incidents illustrating conflicting values will be made. Students will be asked to define the values, formulate opinions on why the conflicts occurred and explore parallels in contemporary history. Taught by Mrs. Milner and Mrs. Comfort.

READING

☐ 6th grade (Pre-Registered)

will develop critical and independent reading skills such as analysis and evaluation. Students will learn to read different types of material (short stories, poetry, plays) and will develop communication skills in sharing with others their ideas and opinions. Texts used: Image 2, Sense 2-Scott,Foresman. Taught by Mrs. Small and Mrs. Milner, during Wednesday and Friday 8th periods.

☐ 7th grade

will be divided into two themes: 1) "Myth and Meaning" will provide a new understanding of mythology while at the same time offering a bit of comic relief. We will read examples of Greek mythology, analyze mythology comparatively, explore heroic literature and find applications of myth in the world around us. 2) What is funny??? Analysis of "The Comic Spirit" will include reading samples of parody, burlesque, satire and dark comedy as well as a look at visual humor. Texts used: Myth and Meaning, The Comic Spirit-McDougal, Littell. Taught by Mr. Barbella and Ms. Thomas, during 7th grade reading

READING (Continued)

periods (Monday and Tuesday, 8th period, and Thursday, 3rd period).

☐ 8th grade

will undertake a study of "Dracula: Fact, Fiction, Film and Fantasy." We will read Bram Stoker's novel Dracula and explore the historical basis for the Dracula story. The various interpretations of the Count on film will also be a topic of study, as well as an analysis of the psychological fascination for this ageless character. Taught by Mrs. Milner, Thurs., 3rd period.

********************************************************************************

## A FINAL WORD (OR TWO!)

It may be that you have recently selected a regular program activity in which you are now participating. If you wish to elect a Triad activity in its place, there will be no problem. Simply give Mrs. Milner or Mrs. Comfort a note indicating the activity and teacher's name, so that arrangements can be made.

Though we have tried to offer "something for everyone" in this semester's list of courses, it may be that you have a very specific area of interest. In that case, you may wish to consider INDEPENDENT STUDY--an opportunity to define just what it is you want to learn and how, set a goal and make a schedule for yourself with the assistance of a Triad teacher of your choice. If you are interested, please contact Mrs. Milner or Mrs. Comfort.

# APPENDIX F

# COMPLETED COURSE OUTLINE SAMPLES

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man in a Scientific, Technological Society : Computer Seminar

Teachers Involved: Nancy Rader

School: N. P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 3 classes/wk - (2 mini + 1 Act.) NOTE: Due to the small size of this year's Triad group at the 8th grade level, the time was shared by the Computer and the Science Seminar and the students required to take both.

Project Began: Sept., 1979 Project Ended: Jan., 1980

Project Goals:

1. Provide students with a depth of knowledge that will lead to critical thinking and evaluative skills.
2. Provide students with an opportunity to explore the relationships between mathematics and science in current issues.
3. Provide students with opportunity to apply written and oral communication skills to th fields of mathematics and science. (continued next page)

Project Objectives:

1. Develop an understanding of the role and obligation of science in society.
2. Learn the language of the computer and the importance of the computer in today's socie
3. Be aware of the potential and limitations underlying both of the above.
4. Become familiar with and able to utilize scientific methodology.
5. Make use of mathematical concepts in providing and/or analyzing scientific data.
6. Become proficient in verbal communication (oral, written) of mathematical and scientific concepts.
7. Explore to depth and extent possible an area of individual interest and to share the produce of that exploration.

Project Content:

Concepts--

1. Algorithms
2. Flowcharts
3. Base 2 - Review
4. Workings of a computer
5. Computer Language
6. Programming

Persons--

1. Dr. L. X. Finegold, Physics Department, Drexel University
2. High school math computer teacher
3. Swarthmore teachers - with computers

PROJECT GOALS: (continued)

4. Provide students with opportunity for original research yeilding a viable product with potential societal application.

Project Content:

Places--

1. Radio Shack
2. Nether Providence High School
3. Swarthmore
4. Drexel Institute
5. Solar House (University of Delaware)

Objects--

1. TRS-80 computer
2. Books
3. Other types of computer
4. Line printers

Events--

1. Nether Providence High School - Computer room
2. Solar House
3. Drexel Institute
4. Films

Processes--

1. Studied flow charting
2. Computer language
3. Working on the computer
4. Programming

Terminology--

1. Vocabulary list of computer usage
2. TRS-80 language
3. Flow chart language

Skills--

1. Typing
2. math skills
3. spelling
4. vocabulary
5. social attitudes desirable
6. problem solving in programming

Attitudes--

1. Desirable social attitudes
2. Good work habits
3. Cooperation in working on computer
4. Patience in programming
5. The importance of computers in our lives

Project Content:

Appreciations--

(1) job preferences
(2) programming time
(3) skills to be learned

Judgments--

(1) when to use a computer for a task
(2) career choices
(3) problem solving techniques

Teaching-Learning Strategies:

Orientation procedures

(1) Discussion on History of computer
(2) films
(3) written report on men in the field

Motivational procedures--

(1) Played games on computer
(2) films
(3) program listings

Group interaction procedures--

(1) flow charting
(2) working the computer games
(3) discussions

Divergent thinking experiences--

(1) discussed pros and cons of computer uses
(2) uses (other) of computer

Culminating activities--

(1) to do a simple program
(2) test on computer vocabulary

Teaching-Learning Guides:

(1) Radio Shack - Level I and II instuctional booklets

Field Experiences:

(1) Solar House
(2) NPHS
(3) Drexel Institute

Instructional Media:

Print--

(1) flow charting - hand-outs - worksheets
(2) various books
    (a) "Introduction to computer programming"
    (b) "Fun and Games with Computers"
    (C) "Basic Computer Games"
    (d) "My Computer likes Me"
    (e) "Instant Freeze Dried Computer Programming in Basic"
    (f) Books from Chester Co. library
(3) Magazines
(a) "Recreational "Computing"
(b) "Creative Computing"
(4) Posters & Bulletin Bd.

Non print--

(1) Overhead
(2) films
(3) TRS - 80-
(4) Demonstrations

Resource People:

(1) Math teacher - Joe Canamucci NPHS
(2) Soc. Studies teacher - Bob Lazelere - Swarthmore
(3) Dr. L. X Finegold, Physics Dept., Drexel University

Project Evaluation:

Teacher Recommendations-- To acquire at least one more computer and to either limit class size to fewer students or more time in order to have all students with hands-on experience every week and every class time to maintain interest. The interest level is highest when hands-on experiences are available. Students who take the course should be present at every class meeting and not involved elsewhere in another program (chorus, band, etc.) on class time.

The computer course should be a separate one from the Science and inter-related as opportunities arrise.

Teacher's signature: ____________________ Date: ____________

# PILOT PROJECT EVALUATION REPORT

Teacher RADER

Date

Title of Project Computer Science & Technology

Grade(s) 8th

Date Project Introduced Sept. 1979

Date Project Concluded Jan. 1980

Low … High

1. How adequate is the title of this project? 1 2 [✓ 3] 4 5
Comment: Good

2. How significant is this project? 1 2 3 4 [✓ 5]
Comment:

3. Are the objectives attainable: [✓ 1] 2 3 4 5
Comment: not with the time available at present and only having one computer available.

4. Do the learning activities match the spectrum of student interest? 1 2 3 [✓ 4] 5
Comment:

5. Do the students bring to this project adequate background knowledge: 1 2 3 [✓ 4] 5
Comment:

6. Are the suggested teaching strategies effective? 1 2 3 [✓ 4] 5
Comment:

7. How adequate are the instructional media? [✓ 1] 2 3 4 5
Comment: we need more computers. The TRS-80 is an adequate computers

8. How did the students rate this project? 1 2 [✓ 3] 4 5
Comment:

9. How do you rate this project? 1 2 [✓ 3] 4 5
Comment:

# Computer 8th grade Triad Course Outline

Logical Sequence

I. Discuss the History of Computers
  (a) Men
  (b) Machines
  (c) Jobs
  (d) Films
  (e) Overhead displays
  (f) Written report

II. Vocabulary List
  (a) About 50 words
  (b) Write in meanings as learned

III. Demonstrate Computer
  (a) Games
  (b) Listing of Games
  (c) Basic workings of computer

IV. Flow Charting
  (a) Symbols
  (b) Programming
  (c) Problem solving
  (d) Quiz on flow charts
  (e) Algorithms

V. Field Trips
  (A) To High School
  (B) Drexel Institute
  (C) Industries
  (D) Colleges

VI. Programming
  (A) Basic Commands
  (B) language
  (C) Memory Concepts
  (D) Arithmetic in Basic
  (E) Looping
  (F) Transfers of Control
  (G) For and next statements
  (H) Read and Data statements
  (I) on/go to statements
  (J) Arrays
  (K) Random Numbers
  (L) Writing own basic program-

Each student shall keep a folder and is to keep his materials in that folder- The folder remains in the room unless the student has permission to take it out- can sign out books!

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Man In A Scientific, Technological Society: Science Seminar

Teachers Involved: Dawn Bedell

School: N. P. Middle

Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: (2 mini & 1 activity periods)

NOTE: Due to the small size of this year's 8th grade ~~Triad~~ group, the time was shared by the Computer a the Science Seminar and students required to take both.

Project Began: Sept., 1979

Project Ended: Jan., 1980

Project Goals:
1. Provide students with a depth of knowledge that will lead to critical thinking and evaluative skills.
2. Provide students with an opportunity to explore the relationships between mathematics and science in current issues.
3. Provide students with opportunity to apply written and oral communication skills to t fields of mathematics and science. (continued attached page)

Project Objectives:

1. Develop an understanding of the role and obligation of science in society.
2. Be aware of the potential and limitations underlying both of the above.
3. Become familiar with and able to utilize scientific methodology.
4. Become proficient in verbal communication (oral, written) of mathematical and scientific concepts. (continued attached page)

Project Content:

Concepts-- nuclear energy
1. production of
2. uses of
3. advantages & disadvantages of
4. future of
5. alternatives to

Persons-- to be studied:

Scientists (biography)

GOALS (continued)

4. Provide students with opportunity for original research yielding a viable product with potential societal application.

OBJECTIVES (continued)

5. Explore to depth and extent possible an area of individual interest and to share the product of that exploration.

Project Content:

Places--

A nuclear reactor (Peach bottom)
A solar installation (U. of Delaware not good)
A refinery (Sun Oil)

Objects--

models

Events--

Three mile Island
Iranian Crisis

Processes--

Nuclear reactions
Petroleum refining
Solar conversion

Terminology--

vocabulary of nuclear science
solar energy
petro - chemical industry

Skills--

- observing
- data - collecting
- analyzing
- synthesizing
- predicting
- discussing
- sampling
- polling
- original research

Attitudes--

- critical thing
- awareness
- concern
- appreciation
- acceptance of trade-offs
- evaluation

Project Content:

Appreciations-- complexity of problem

Judgments-- pro or con nuclear energy
Is it a choice or a degree of choice?

Teaching-Learning Strategies:

Orientation procedures - Introduction to "Change Revelution"
Unit I - Energy in our Society
Phila. Electric materials

Motivational procedures-- Students immediate experience & concern as a result of TMI and Iranian crisis

Group interaction procedures-- brainstorming
research groups
discussion
debates

Divergent thinking experiences-- pro and con speakers
public demonstrations
PR films (industries)

Culminating activities-- planning Energy Awareness Day

Teaching-Learning Guides:

Critical Issues in Science and Society: The Great Energy Debate
(The Center for Humanities, Inc.)

Energy in Our Society Curriculum, EEAC from Philadelphia Electric

Field Experiences:

nuclear plant (Peach Bottom)
solar installation (try Drexel, Dr. Dan Larsen)
Sun Oil

Instructional Media:

Print-- periodicle literature
school library
EEAC material (Philadelphia Electric)

Non print-- Nova - video tape
films - "Energy - The Dilemma" fossil fuels
(IMS)
"Energy - The Nuclear Alternative"

"A is for Atom"

Resource People: Triad teacher
electric company representative
petroleum industry representative
local colleges and universities
anti-nuclear representative
parents and local citizens
solar energy physicists
Sindlinger & Co. (marketing research and analysts)

## Project Evaluation:

### Student Reactions--

- We had to take along with computer.
- I would like more discussion and less research.
- The movies and materials weren't terrific, but they weren't really bad either.
- At least we get out of class.
- I hate it. it is boring, it is not a good course.
- Didn't want to take a regular course.
- The overall rating was good, but there was not enough time to really learn.
- I liked the discussion on different topics.
- NO SCIENCE. I signed up for computers, not science, the science makes me sick!

### Teacher Observations--

- Students not motivated to put much effort into mini-course.
- Students seemed to expect a gaming rather than a study situation.
- Students lacked listening and group participation skills.

### Teacher Concerns and Reservations--

- Splitting mini-course time between computer and energy seminar cheated both.
- Students chose the seminar mainly for the computer experience.
- Field trips consumed much time.
- Students who combined the course with chorus (schedule conflict existed) got exposed to very little discussion and exchange of ideas.

Project Evaluation:

Teacher Recommendations--

- Computer and energy seminars should be offered as separate mini-courses.
- Energy seminar will include some field trips, some research or experiments, and the planning of an energy awareness day for the school. Students should be willing to participate in each of these.
- The mini-course/activity block on Thursdays was good for field trips , but students must choose between the course and chorus. Too much was missed by trying to be in both.
- More use should be made of outside speakers and less expected from student research.
- With more time available the poll (objectives 4,5) would be a realistic goal.

Teacher's signature: Date: 12/17/79

# PILOT PROJECT EVALUATION REPORT

Teacher Dawn Bedell

Date 12/17/79

Title of Project Man in a Scientific, ~~Technological~~ Society: Science Seminar

Grade(s) 8th

Date Project Introduced Sept., 1979

Date Project Concluded June, 1980

Low — High

1. How adequate is the title of this project? 1 2 [✓ 3] 4 5
Comment: Should be changed to "Exploring Our Energy Resources" to attract students with that interest

2. How significant is this project? 1 2 3 [✓ 4] 5
Comment: Significant to adults and world understanding; maybe not that high on student interest priorities

3. Are the objectives attainable: 1 2 3 [✓ 4] 5
Comment: Would be if more time was available and student interest higher

4. Do the learning activities match the spectrum of student interest? 1 2 [✓ 3] 4 5
Comment: Field trips - high
Research - low

5. Do the students bring to this project adequate background knowledge: 1 2 3 [✓ 4] 5
Comment:

6. Are the suggested teaching strategies effective? 1 [✓ 2] 3 4 5
Comment: Research too much for a mini-course requirement in eyes of students

7. How adequate are the instructional media? 1 2 3 [✓ 4] 5
Comment: Excellent resources available

8. How did the students rate this project? 1 [✓ 2] 3 4 5
Comment: Not chosen, but came with computer course; too much work.

9. How do you rate this project? 1 2 [✓ 3] 4 5
Comment: Did not accomplish goals. Still a good offering with some revision

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Science Fiction - 21st Century

Teachers Involved: Len Pure

School: N. P. Middle Grade Levels: 8th

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (activity)

Project Began: Sept., 1979 Project Ended: January 1980

Project Goals:

For the student to become aware of his present environment, and anticipate and prepare for his role in a future environment.

Project Objectives:

1. To explore components of Science Fiction.
2. Expose student to a variety of works.
3. To read at least one work of S. F. of student choice.
4. To share reading experiences.
5. Works of S. F. based on established criteria - to evaluate.

Project Content:

Concepts--

1. development of science fiction (chronology)
2. style of writers
3. relationship between science and fiction in science fiction
4. major themes of science fiction

Persons--

Numerous authors available in library.
Bradbury
Asimov
Clark
Verne
Wells

Project Content:

Places--

Students were encouraged to see some of the latest science fiction movie and television shows, as well as find books they found interesting.

Objects--

Books, anthologies

Events--

Students were allowed to view the film The Time Machine in three segments. This had to be done during class time, so they were required to receive permission from the teachers whose classes they missed.

Processes--

1. Analyzing - students were given a list of criteria for analyzing works of science fiction. They used this to analyze two short stories, a book and a motion picture.
2. Creativity- students were required to write their own short story.

Terminology--

This varied due to student choice of their own science fiction works to read and analyze.

Skills--

1. Outlining a story
2. Writing a clear, interesting and cohesive story.

Attitudes--

Students should see--
1. Science fiction as a form of entertainment
2. Science fiction as a possible career choice

Project Content:

Appreciations--

1. Affect of technology on shaping man's idea of what the future may hold.

2. Accuracy with which writers with a science background can predict the technological developments which will affect society.

Judgments--

The students will be able to analyze science fiction in terms of its feasibility or fantasy content.

Teaching-Learning Strategies:

Orientation procedures

Students were given an overview of the course requirements and activities involved.

Motivational procedures--

Students will be required to write a short story that will be evaluated by their peers, teacher then will enter them in the Xerox Science Fiction Contest.

Group interaction procedures--

Students read their own stories and will receive input from their fellow students as to interest, scientific feasibility, and development of a cohesive plot.

Divergent thinking experiences--

Students create their own short stories after exposure to current themes in science fiction.

Culminating activities--

1. Group evaluation of each student's story.

2. Entry of story in Xerox Science Fiction Contest.

Teaching-Learning Guides:

Center for the Humanities - Science fiction teaching guide.

Field Experiences:

Students were encouraged to go to recent science fiction movies.

Instructional Media:

Print--

Students chose books from the library for reading and analysis.

Non print--

1. Center for the Humanities slide and cassette program on the history and development of science fiction.
2. The Time Machine - movie of the H. G. Wells book.

Resource People:

1. Libraries
2. Wynne Milner

Project Evaluation:

Student Reactions--

Student did not like analyzing science fiction in a written form. They enjoyed the audiovisuals and would have liked even more movies in the area. They balked at writing short stories and would have preferred something like making their own movie.

Teacher Observations--

The students didn't mind discussion, but really didn't seem to want to put into written form their ideas and analysis of different works of science fiction.

Teacher Concerns and Reservations--

Perhaps this course could be offered during the mini course period. The last period of the day is not really conducive for analysis and writing creativity. Students should be made aware that assignments outside of the class are binding on them and necessary if they are to understand the themes and construction of science fiction.

Project Evaluation:

Teacher Recommendations--

1. Students have to be made to understand that assignments in this course are necessary to the understanding of the subject. Of course, self motivation would be most desirable, but students are grade oriented, and treating this like a mini course might be helpful. (The same problem arose in mini course and grades were given as a result.)
2. This course might best be given during mini course time, rather than activity period. Since writing requires clarity in thinking and organization of material, students would benefit from an earlier period rather than the last period of the day.
3. An exposition of Triad materials might provide additional motivation for this as well as the other courses. This could be held for the school during the day and parents that evening. Perhaps awards could be given, similar to the science fair.

Teacher's signature: ________________ Date: 12-17-79

## PILOT PROJECT EVALUATION REPORT

Teacher Len Pure

Date 12-17-79

Title of Project Science Fiction (MAST)

Grade(s) 8

Date Project Introduced 9-79

Date Project Concluded 1-80

Low — High

1. How adequate is the title of this project? 1 2 3 4 [✓ 5]
Comment:

2. How significant is this project? 1 2 3 [✓ 4] 5
Comment: This seminar allows students to explore the history and thematic development in science fiction. In addition, students can use their own creativity in projecting the future development of mankind.

3. Are the objectives attainable: 1 2 3 [✓ 4] 5
Comment:

4. Do the learning activities match the spectrum of student interest? 1 2 [✓ 3] 4 5
Comment: Field trips to current science fiction movies would be helpful. Students expressed interest in producing their own film, but time was not available.

5. Do the students bring to this project adequate background knowledge: 1 2 [✓ 3] 4 5
Comment: This varied with each student. Some had considerable knowledge - some very little.

6. Are the suggested teaching strategies effective? 1 2 [✓ 3] 4 5
Comment: Audio visual materials were very good. Student background in analyzing themes was not strong. Students were poor at completing work assigned which made class discussion difficult.

7. How adequate are the instructional media? 1 2 [✓ 3] 4 5
Comment: Audio visuals were very good - movies were a problem because of time.

8. How did the students rate this project? 1 2 [✓ 3] 4 5
Comment:

9. How do you rate this project? 1 2 [✓ 3] 4 5
Comment: The most outstanding problem is having students recognize assignments in this course as binding as their regular course work.

# PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Design/The Man-made Environment

Teachers Involved: Sue Breitfeller

School: N.P. Middle    Grade Levels: 6, 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (mini)

Project Began: Sept., 1979    Project Ended: Jan. 1980

Project Goals:

To develop aesthetic awareness of the man-made environment and the process of design through a problem-solving approach.

Project Objectives: (Bloom-C = cognitive, A = Affective)

1. (c) To develop a working knowledge of the terminology of design (texture, contrast, line, etc.) and that these are present in both natural and man-made objects (A - Receiving).
2. (c) To recognize the dominant design elements in both natural and man-made objects (A-Responding).
3. (c) To understand the relationship between the elements of design and emotional response of the perceiver (A-Valuing).

(continuted on attached page)

Project Content: (Suggestions)

Concepts--

1. Design of an Object (for example, chair).
2. Design of a Limited Space - Environment (for example, a room or playground).
3. Design of a Complex -Environment (for example, a building or block - neighborhood).

Persons--

1. Chair Designer
2. Interior Designer
3. Architect

PROJECT OBJECTIVES - (continued)

4. (c) To produce a product which illustrates the above (A-System Organization)

5. (c) To evaluate the produce using appropriate design criteria (A-Committment).

Project Content:

Places--

1. Field Trip - Franklin Court
2. Library Research

Objects--

1. Slides/Cassette
   Learning to see and understand: Developing visual literacy (Part one and two).
2. Object Examples
   Print reproductions
    1. E. Manet - Music at the Tuileries
    2. Dufy - Regatta
    3. Winslow Homer -Sunset,Sacobay, 1896
    4. Monet-Waterlillies,1910

   Assigned each student to find photos or data in his/her subjec area

Events--

Brainstorming session to determine in what area of design each student might develope a project buildings, cars, clothes, public transportation, sports equipment, games, furniture, weapons, entertainment, kitchen utensils or appliances were suggested and discussed.

Processes--

Discussed how projects could be developed in 2 or 3 dimensional means. Building of the project in miniature or when reasonable in life size/ with if needed explanatory diagram or verbal directions.

Terminology--

Hand out sheet attached.

Skills--

Attitudes--

These would have to be approached with each individual and their project. In one case a pair of students designed a single project and in another case two students designed projects dependent upon each other. But with all other students the skills, attitudes, appreciations and judgements were attained on a single basis through the assembling of their design. Wax carving, building in pariscraft, cardboard, design markers, plastic and tissue paper were some of the materials used.

(continued)
(page 3)

# FUNDAMENTALS OF DESIGN

Lack of design is chaos. Design is order.

The order of design consists of

1. Harmony
2. Balance
3. Rhythm, the principles of design.

1. Harmony is agreement, a quality of oneness.
   Two things are in harmony according to what they have in common (direction, shape, color, or texture).

2. Balance is equilibrium due to equal opposition or attraction.

3. Rhythm is movement in regular measures. Movement in design is instability, a dynamic direction which causes the eye to move over the surface of the design.

Units of expression in design are: line, area or two dimensions, value, color, texture, volume or three dimensions and space.

Line may be delicate or bold, angular or curved and flowing. They may be contour lines or outlines, integral parts of the form which they describe and appearing only as the edges of areas, or they may be free-flowing linear movements quite independent of a solid form.

Area is surface and is bounded by contour and shape.

Value is the quantity of visible light reflected by a tone. It is the lightness or darkness of a tone and ranges from absolute light to absolute dark.

Color is the quality of visible light reflected by a tone. A tone of color has hue (which is the particular color reflected) and value, as well as intensity (which is saturation of pure color). In order to avoid monotony in color schemes it is necessary to choose some warm and cool colors. Complementary colors provide the greatest hue contrast. The same amount of each color should not be used; one or more should dominate. Color may be used to express a mood. They may be very bright or subdued and quiet, strong or delicate.

Texture is the minute structure of a material. It appeals to the sense of touch. A texture may be rough or smooth, hard or soft, pebbly or prickly or satiny or velvety or grained as in wood.

Volume or three dimensions is mass occupying space. It implies solid form and void.

Line, area, value, color, texture, volume and space are to visual expression what sounds are to music. If they are simply thrown together at random they produce chaos. If they are organized and governed by the laws of harmony, balance, rhythm, unity, they become a design.

Project Content:

Appreciations--

Judgments--

Learning how to handle the materials to best advantage which glues to use and how to display were some of the skills learned.

At the completion (to date all are not quite finished) some students have noted changes they would make in their projects.

Teaching-Learning Strategies:

Orientation procedures

Brainstorming

Motivational procedures--

Introduction of art materials available
Audio visual programs

Group interaction procedures--

Discussion of individual projects ("How To" when problem developed and some students assisted others if they completed their project early)

Divergent thinking experiences--

Culminating Activities

A group of peers assembled to act as a jury for the design projects. The designer's explained the model or drawing and in some cases showed how it worked.

(Still to be done)
An improvement on an existing logo.
A comparison of 2 designs (a good versus poor example and why)
White elephant survey

DESIGN IN NATURE by Vivian Varney Guyler

Nature can help to develop an awareness of the visual properties of shape, line, color, value, texture and space. The photographs in this book serve as an aid in teaching both two and three dimensional design by illustrating how the visual content of design (the elements) are found in nature. A student who learns to recognize their presence in nature should be able to see and be aware of them in all visual phenomena, including the visual arts. As a result, he will be better able to create more meaningful imagery on his own.

Examine photographs through opaque projector.
Discuss each element

Shape is area defined (without depth pattern,in 3 dimensions called Mass or Form).
Line is mark or mass.
Texture the characteristic of the surface of an object or area.
Value lightness or darkness of a color.
Space area or distance between certain points (2 dimensional space has length and breadth, 3 dimensional has length, breadth, and depth, 4 dimensional space is time, or time, motion and 3 dimensional space.

RESOURCE PEOPLE

Mrs. Judy Meserve - Interior I
Book Design 1/17

## Project Evaluation:

### Student Reactions--

Most students accepted the application of their design concept as a text of their talents and imagination. This was the major task of the semester. I believe they wished to prove their abilities in doing it.

At jury the response was positive. Each student presented their own design and explained it to a group they did not know and who had no prior information about these designs.

### Teacher Observations--

It was hard for students to estimate how long the execution of the design would take. One class period tends to frustrate the students especially working in a 3-dimensional concept, the handling of materials requires a longer time unit. After the design comparison I have noted much growth in their concept of design. Why and what makes a design more successful.

### Teacher Concerns and Reservations--

Each student requires my individual attention to discuss ideas and how to apply them (which materials are suitable etc.) 12 should be the absolute limit. I felt there were many periods I did not have the time to hear 3-4 students. As is usually the case certain individuals try to monopolize teacher time.

(How to inject vocabulary)

Project Evaluation:

Teacher Recommendations--

One + a double class period weekly.
Try the slide/cassette program (if it can now be budgetted).

Most of the class time was spent "building" or illustrating the design decided upon to go to jury. Next semester I would like to do a small preparatory design with a time limitation. It might be advisable to reverse the projects.

1. Survey
2. Design in Nature
3. Revise an existing logo
4. Comparison of a good and poor design
5. Individual project - jury

Teacher's signature: ______________________ Date: ______________

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Marine Biology

Teachers Involved: M. Ferguson

School: N.P.M.S. Grade Levels: 6th and 7th

Number of Students Involved: 20

Number of Class Periods Required: 2

Project Began: September Project Ended: January

Project ~~Goals:~~ Objectives
(1) To introduce basic concepts of the physical and chemical properties of seawater.
(2) To gain an understanding of sea life
(3) To study an understand food chains.
(4) To introduce the concepts of starting a Salt water aquarium.

Project ~~Objectives:~~ Goals
(1) To have a better understanding on the value the Oceans play in our everyday lives.
(2) To gain insight into Marine life.

Project Content:

Concepts--
(1) Physical and Chemical properties of the sea.
(2) Topography of the Ocean floor.
(3) Currents - Waves and Tides.
(4) Sea Life.

Persons--

Project Content:

Places--

Objects-- (1) Salt water aquarium
(2) Films
(3) Film strips
(4) Microscopes
(5) Fresh water aquarium - goldfish

Events-- Various experiments

Processes--

Terminology-- Oceanography Vocabulary

Skills-- Use of microscopes

Attitudes--

Project Content:

Appreciations-- To appreciate the oceans as a means of transportation-food and drugs - and ecology in general.
To appreciate sea life

Judgments--

Teaching-Learning Strategies:

Orientation procedures

Motivational procedures-- Activities - set-up aquarium

Group interaction procedures-- Activities

Divergent thinking experiences-- Activities

Culminating activities--

Teaching-Learning Guides:

Research books

Field Experiences:

Instructional Media:

Print-- Various Activities

Non print--

Resource People:

Project Evaluation:

Student Reactions--

Teacher Observations--

I would like to use as many activities as possible

Problem - finding activities in Oceanography - (Marine Biology).

Teacher Concerns and Reservations--

Not enough Marine Biology materials.

(No land - or materials)

Project Evaluation:

Teacher Recommendations-- I feel there are not enough materials available to run a Triad course dealing with Marine Biology.

Teacher's signature: Michael B. Ferguson Date: 1/31/80

## PILOT PROJECT EVALUATION REPORT

Teacher Michael Ferguson Date 1/30/80

Title of Project Marine Biology Grade(s) 6th & 7th

Date Project Introduced September Date Project Concluded January

| | Low | | | | High |
|---|---|---|---|---|---|
| 1. How adequate is the title of this project?<br>Comment: | 1 | [✓ 2] | 3 | 4 | 5 |
| 2. How significant is this project?<br>Comment: | 1 | 2 | [✓ 3] | 4 | 5 |
| 3. Are the objectives attainable:<br>Comment: | 1 | 2 | 3 | [✓ 4] | 5 |
| 4. Do the learning activities match the spectrum of student interest?<br>Comment: | 1 | 2 | 3 | [✓ 4] | 5 |
| 5. Do the students bring to this project adequate background knowledge:<br>Comment: | [✓ 1] | 2 | 3 | 4 | 5 |
| 6. Are the suggested teaching strategies effective?<br>Comment: | 1 | 2 | 3 | [✓ 4] | 5 |
| 7. How adequate are the instructional media?<br>Comment: | 1 | [✓ 2] | 3 | 4 | 5 |
| 8. How did the students rate this project?<br>Comment: | 1 | 2 | 3 | [✓ 4] | 5 |
| 9. How do you rate this project?<br>Comment: | 1 | 2 | [✓ 3] | 4 | 5 |

## PILOT PROJECT DESIGN AND ANALYSIS GUIDE

Project Title: Science Enrichment

Teachers Involved: Len Pure

School: N.P. Middle

Grade Levels: 6 & 7

Number of Students Involved: 10-15

Number of Class Periods Required: 2 (act.)

Project Began: Sept., 1979

Project Ended: Jan., 1980

Project Goals: To expose students to science material beyond the scope and limits of the regular classroom cirriculum and via inquiry, discovery and hands-on techniques develop skills that can be utilized in future programs.

Project Objectives (Bloom's Taxonomy):

a. The students will develop independent and creative thinking processes (awareness).
b. The students will approach a problem by acting like a scientist, inter-relating process and content (responding).
c. The students will be able to get outside of the classroom and be exposed to professional scientists explaining or demonstrating their current projects (appreciation, awareness, responding).
d. The students will produce a product suitable for science fair entry showing the result of careful analysis and/or synthesis processes (committment).

Project Content: Below are listed several activities which may be used as part of the regular curriculum or as independent, problem-solving activities.

Concepts--

1. Stimulate ideas:
    a. Teacher demonstrations
    b. Attend a science fair
    c. Speakers and past projects
2. Selection of a science fair project stressing careful consideration and analysis an the criterian for judging science fair projects. (continued attached sheet)

Persons--

PROJECT CONTENT:

3. Use of scientific mathod in carrying out science fair projects, stressing careful observation, collection of data, forming hypathesis, evaluating.
4. Involvement in the Delaware County/Delaware Valley Science Fiar

See attached list of suggested topics.

Project Content:

Places--

So far no field trips have been scheduled due to transportation problems. Hopefully, field trips to the research lab and to the Delaware County Science Fair can be scheduled.

Objects--

DSCS level I materials. Course work begins with Models and Imagination module. Students make their own lead sulfate battery and use simple electrical circuits, lights and motors to form a model to explain electrical phenomena.

Events--

Middle School Science Fair - Students will enter their projects in the fair.
Delaware County Science Fair - Students placing 1st, 2nd or 3rd in the Middle School Science Fair will enter the Delaware County Science Fair.

Processes--

Research and project development - students are required to research and develop their own science fair entry.

Scientific technique - through simple experiments with electricity, students form phypothesis, collect data, draw conclusions and learn about model development in explaining natural phenomena.

Terminology--

Hypothesis
Operational definitions
Model development
Electro particles
Series circuits
Parallel circuits
Conduction
Convection

Skills--

Data collection
Observation
Scale reading
Graphing
Following directions in making and using equipment

Attitudes--

To develop the awareness that scientific information is the result of a logical process of inquiry into natural phenomena.

Project Content:

Appreciations--

Students should learn to appreciate the patience and precision necessary to acquire scientific knowledge.

Students should also learn to appreciate that scientific knowledge raises questions of its use in society.

Judgments--

Students may be exposed to areas of science that may lead to career decisions later in life.

Teaching-Learning Strategies:

Orientation procedures

Students were given an overview of the requirements and activities that the course would entail. Emphasis was put on the development of a science fair project.

Motivational procedures--

Entry into the science fair gives an incentive to use the students scientific ability in a tangible way that can result in recognition and learning.

Field trips when arranged will serve to expose scientific inquiry as a career alternative to the students.

Group interaction procedures--

Students are required to work in small groups for certain experiments and compare data with each other.

Divergent thinking experiences--

Students are asked to form their own hypothesis and prediction before performing certain experiments.

Culminating activities--

Science Fair projects will be brought in and evaluated by teachers and students

A test covering important student learnings will be given.

Teaching-Learning Guides:

Field Experiences:

Yet to be arranged. - 1. Research Lab
2. Delaware County Science Fair

Instructional Media:

Print--

Models and Imagination
Student resource book

Non print--

Movies from Delaware County IMS in appropriate areas of
1. Scientific inquiry
2. Social impact of scientific information

Resource People:

1. School librarian
2. Teachers in the science department.
3. Wynne Milner
4. Community resource people (to be arranged)

## Project Evaluation:

### Student Reactions--

Students generally did not want to follow a specified science program. They felt that it was too much like a "regular" science class. Also, they would have preferred working in a variety of science areas.

### Teacher Observations--

Students do not want an enrichment program to involve work done outside of the class period. Many did not like the idea of a required science project done at home. I think the use of materials which would result in more individualization would help stir their interest by keying in on their own interest areas.

### Teacher Concerns and Reservations--

I feel that a summer work shop that gives time to curriculum planning would be extremely helpful.

Project Evaluation:

Teacher Recommendations--

1. These courses should be held a minimum of two periods per week for continuity of learning.
2. Field trips are a necessity if students are to gain exposure to the actual conditions and problems involved in scientific endeavor.
3. Students should be made aware that a science project is required and they cannot drop this course in order to avoid doing the project.
4. Second semester might involve a research paper as a culminating project.
5. A final exam on the material students have learned might help "tie up" their learnings. This could give the student an idea of what important ideas and concepts they have assimilated.

Teacher's signature: ______________________ Date: 12-17-79

# PILOT PROJECT EVALUATION REPORT

Teacher Len Pure

Date 12-17-79

Title of Project 6th & 7th Science Enrichment

Grade(s) 6-7

Date Project Introduced 9-79

Date Project Concluded 1-80

| | Low | | | | High |
|---|---|---|---|---|---|
| 1. How adequate is the title of this project?<br>Comment: | 1 | 2 | 3 | 4 | [✓ 5] |
| 2. How significant is this project?<br>Comment: | 1 | 2 | 3 | [✓ 4] | 5 |
| 3. Are the objectives attainable:<br>Comment: Field trips have been the most significant problem because of transportation. | 1 | 2 | [✓ 3] | 4 | 5 |
| 4. Do the learning activities match the spectrum of student interest?<br>Comment: Additional materials for student selection would be beneficial. | 1 | 2 | [✓ 3] | 4 | 5 |
| 5. Do the students bring to this project adequate background knowledge:<br>Comment: Student backgrounds are varied as to their exposure to science content and processes. | 1 | 2 | [✓ 3] | 4 | 5 |
| 6. Are the suggested teaching strategies effective?<br>Comment: Continuity is difficult in a one period per week situation. | 1 | [✓ 2] | 3 | 4 | 5 |
| 7. How adequate are the instructional media?<br>Comment: | 1 | [✓ 2] | 3 | 4 | 5 |
| 8. How did the students rate this project?<br>Comment: | 1 | [✓ 2] | 3 | 4 | 5 |
| 9. How do you rate this project?<br>Comment: Students need more time to make this a significant learning experience. | 1 | [✓ 2] | 3 | 4 | 5 |

# APPENDIX Q

## PARENT COMMUNICATIONS

Nether Providence Middle School
Wallingford-Swarthmore School District
200 S. Providence Road
Wallingford, Pennsylvania 19086

August 22, 1979

TELEPHONE
(215) LOwell 6-9000

Dear Triad Students (and Parents),

The Triad Program at the Middle School during the 1979-80 school year will be new and different - an "elective" program which will provide each of you with an opportunity to investigate areas of interest without having to miss regular classes.

Triad "electives" will be taught by teachers of mathematics, science, Language Arts, social studies, and art, as well as Mrs. Milner and our new Triad teacher, Mrs. Comfort.

Sixth and seventh grade "electives" will meet during mini-course, activity, and reading times and will be one semester in length. Marine Biology, Math Puzzles and Games, Fantasy Literature are some of the choices you will have.

The eighth grade MASTS (Man In A Scientific, Technological Society) program will offer seminars on such topics as nuclear power, computers, science fiction, and mass media. Seminars will meet during SIA, mini-course, activity, and reading times and will be one semester in length.

All of the teachers who will be involved in the program and I look forward to the coming year!

Sincerely,

George L. King

GEORGE L. KING, PRINCIPAL
NETHER PROVIDENCE MIDDLE SCHOOL

GLK/fob

## MIDDLE SCHOOL PARENT NEWSLETTER

TRIAD

1st Semester, 1979-80

### NEW BOOKS TO CONSIDER

"Education for living is best accomplished by exercising creativity......The only way to survive in a world that is buffeted by change is through creativity and innovation." from Creative Growth Games by Eugene Raudsepp ( $3.95 from Jove Publications, Harcourt Brace Jovanovich, 757 Third Avenue, New York, N.Y.10017). This book contains 75 games designed to test and expand your creative powers and everyday problem-solving abilities...here's a sample:

SCAMS - Write 5 word sentences from five given letters for each word

S C A M S

Examples: Senior citizens arrange maximum security.
Sarcastic comments are meant seriously.
(Now it's your turn; see how many sentences you can produce in exactly five minutes)

### FEBRUARY MEETING

The Winter Parents' Meeting will be held on Monday, February 4, 1980 at 7:30 p.m. in the Library. This will be an evening of "student sharing" featuring the products of the students' first semester courses. We hope you can be with us!

### ENERGY STUDY TRIPS

This fall the MASTS(Man in a Scientific,Technological Society) Seminar traveled to the Solar House of the University of Delaware, Sun Company's Marcus Hook Refinery, the Peach Bottom Atomic Information Center and Drexel University--as part of on-going series of educational field experiences designed to provide relevant enrichment.

### DISTRICT ADVISORY COUNCIL FORMED

Linda Butler and Gayle Beaney are Middle School representatives on the Council, created to serve as a sounding-board for policy, curriculum and activities and to open channels of communication within the community.

### JOHNS HOPKINS TALENT SEARCH

Seventh Graders scoring in the 97-99th percentile on the Mathematics section of the CTBS in the spring of 1979 are eligible to participate in the annual SMPY (Search for Mathematically Precocious Youth). Students take the SAT in January and scores are forwarded to both the school and the University, in an effort to identify mathematical talent and provide continuing guidance.

### OLYMPICS OF THE MIND

Wallingford-Swarthmore will compete in this inter-scholastic creative problem solving competition, to be held in May at Glasboro State College in New Jersey. Our 20 student team will consist of students from the Middle School and Swarthmore Junior High School, under the direction of Loretta Comfort and Harriet Muth.

### SECOND SEMESTER PLANS

Following an evaluation, involving teachers, students and parents, of 1st semester courses, second semester course selections will be made by Triad students...there will be several new offerings, such as a Medieval Matters Mini-Course and a Debate SIA (8th grade). Students choose from one to four Triad electives, depending upon interest, ability and schedule.

# TRIAD MIDDLE SCHOOL PARENT NEWSLETTER

SPRING, 1980

## SPRING EVENTS

"Coppelia" - the comic classic - will be performed by the Pennsylvania Ballet on May 28th. Students who hold Ballet series tickets will attend this matinee performance at the Academy of Music in Philadelphia.
"Olympics of the Mind"--creative problem-solving competition--Finals are May 29th and 30th at Glassboro State College, New Jersey. Our teams will enter their solutions, as will representatives from middle and junior high schools in many states and several foreign countries.
"Expeditions for Students"-a new program of the Academy of Natural Sciences-will take a group of our Marine Biology students to Assateague Island National Seashore on June 14th and 15th. The weekend will be spent in a study of coastal geology and marine and wildlife ecology.

## SUMMER PLANS

Some parents have expressed interest in special summer programs for gifted and talented children. Enclosed is a brochure about the 1980 Edinboro Summer Academy, conducted at Edinboro State College from July 13th-19th. The program director encourages anyone interested in applying to do so as soon as possible; the Academy can only accept a limited number of participants.

## PARENT MEETINGS

To facilitate development of student IEP's (Individual Education Programs), as well as to aid parents and students in Triad course selections for next year, we are planning grade level parent meetings in May. At these meetings, the structure, goals and objectives of our program and its courses will be reviewed. The teachers of Triad electives will be present to provide details and answer questions. Sixth Grade Parents Meeting will be Tuesday, May 20th, 2:30 p.m. in the Library; Seventh Grade Parents Meeting will be Thursday, May 22nd, at 2:30 p.m. in the Library. Following these meetings, should any parent wish to schedule an individual conference, he or she may do so by contacting Wynne Milner.

## HELP WANTED

For some time now, we have wanted to begin a Junior Great Books group here at the Middle School. Because there will not be eighth grade reading classes next year, we would like to offer Junior Great Books as an "SIA" (Special Interest Area) course in Triad for eighth graders. If you are willing to be involved in planning this course (or if you know someone with Great Books training who might be interested), please contact Wynne Milner.

## YEAR-END EVALUATION

Your cooperation is appreciated in completing and returning the enclosed form.

# THE TRIAD ENRICHMENT PROGRAM

Objectives - The Triad Enrichment Program was developed for the Wallingford-Swarthmore School District by Dr. Joseph Renzulli, a leader in the field of gifted education. It is based on the model of the structure of the intellect developed by Dr. J. P. Guilford. The goal of the program is to provide gifted students with the opportunity to pursue individual interests to the depth and extent they desire, in a manner consistent with their individual preferred learning styles.

Teacher - Role The role of the Triad Program teacher is to provide assistance in identifying, structuring realistic and solvable problems consistent with student interests and in acquiring the necessary resources and skills for solving those problems, in addition to finding appropriate outlets for their products.

Activities - In the Triad Model there are three levels of activities:

Level I - General Exploratory Activities. These are designed to stimulate higher level thinking and prompt student interests. Level I activities take place at the elementary level.

Level II - Group Training Activities. These are designed to develop specific thinking and feeling processes and are central to the program at the intermediate level. These thinking and feeling processes are transferable to new learning situations and are the "necessary tools" for Level III activities. Specifically, some of them are: Classification, Interpretation, Analysis, Evaluation, Comparison, Synthesis, Hypothesizing, Values Clarification, Awareness, Appreciation, Commitment.

Level III - Small Group/Individual Investigations. These take place at the secondary level. Level III activities provide the students with the opportunity to pursue areas of interest and apply the thinking skills acquired to become "producers" rather than "consumers" of information.

Enrichment - What It Is, What It Is Not

| IS | IS NOT |
|---|---|
| Productive Thinking | Reproductive Thinking |
| Applying and associating | Accumulating, regurgitating |
| Learning concepts, generalizations | Learning facts |
| Complex Thinking | Harder Work |
| Student-determined readiness | Grade or age level expectations |
| Extension, replacement of traditional learning | Providing more work |
| Interrelating information | Separate entity learning |
| Critical Evaluation | Accepting data presented |
| Problem Seeking | Answering questions |
| Stimulating and encouraging giftedness and talent | Penalizing giftedness and talent |
| Learning things as they should or could be | Learning things only as they are |

# A DEFINITION OF GIFTED

There are many different versions of a definition of gifted children for our society. The one that follows is as acceptable as any. It was developed by James Gallagher (Teaching the Gifted Child, 2nd edition, Allyn and Bacon, Inc. Boston, 1975) and reflects the current concern with a variety of dimensions of giftedness.

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas.
>
> 1. General intellectual ability
> 2. Specific academic aptitude
> 3. Creative or productive thinking
> 4. Leadership ability
> 5. Visual and performing arts
> 6. Psychomotor ability

# SOME POSSIBLE SOURCES FOR PARENTS/INFORMATION ON EDUCATION OF GIFTED/TALENTED

## National Resources

Office of the Gifted and Talented
U.S. Office of Education
Washington, D.C. 20202
(coordinates federal leadership through regional offices)

National/State Leadership Training Institute on Gifted and Talented
316 W. Second Street, Suite 708
Los Angeles, CA 90012
(federally funded program to provide educational leadership through state education agencies)

National Clearinghouse for the Gifted and Talented
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(a division to disseminate information relevant to education of the gifted and talented)

## National Organizations

The Association for the gifted
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(division to disseminate information relevant to education of the gifted and talented)

National Association for Gifted Children
Route 5, Box 630A
Hot Springs, AK 71901
(professional organization, open to parents; publishes The Gifted Child Quarterly)

## State Resources

Programs for Gifted and Talented
Pennsylvania Department of Education
P.O. Box 91
Harrisburg, PA 17126

## State Organizations

Pennsylvania Association for the Study and Education of the Mentally Gifted
Wilkes College
Wilkes-Barre, PA 18703
(Eugene Hammer, President)

## TWENTY FIVE SUGGESTIONS FOR PARENTS OF ABLE CHILDREN
(from Educating the Ablest, 2nd Edition)

1. They are still children. They need love but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.

2. Consonance of parental value systems is important for their optimum development. This means there should not be wide disagreements over values between parents.

3. Parental involvement in early task demands, such as training children to perform tasks themselves, to count, tell time, use correct vocabulary and pronunciation, locate themselves and get around their neighborhood, do errands and be responsible, are all important.

4. Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry, and music are all valuable. Parents should read to children. There should be an emphasis by parents on doing well in school.

5. Lack of disruption of family life and the maintenance of a happy, healthy home are important in raising able children, as well as other children.

6. Since able children often have vague awareness of adult problems such as sex, death, sickness, finances, war, etc. which their lack of experience makes them unable to solve, they may need reassurance in these areas.

7. Parents can see to it that the gifted child age six or above has a playmate who is as able, even if he has to be "imported" from some distance.

8. The role of good books, magazines and other aids to home learning, such as encyclopedia, charts, collections, etc. is important.

9. Parents should take the initiative in taking able children to art galleries, museums, educational institutions and other places where collections of various sorts may enhance background learning.

10. Parents should be especially careful not to "shut up" the gifted child who asks questions. In particular, he or she should not be scolded for asking. A parent may, however, insist that questions not be asked at inappropriate times and may require the child to rephrase or sharpen questions

to clarify them. Sometimes the questions should not be answered completely, but the reply itself should be a question which sends the child into some larger direction. The child should be directed to a resource when the parent cannot answer the question.

11. There's a difference between pushing and intellectual stimulation. Parents should avoid pushing, exhibiting or courting publicity about a gifted child. On the other hand, parents should seek in every way to stimulate and widen the child's mind through suitable experiences in books, travel, recreation and the arts.

12. The gifted child usually has a wide and versatile range of interests but may be less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them, to plan and strive for creditable performance and real mastery.

13. Parents should avoid direct, indirect or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates, or out of the ordinary mental processes on the part of the child are "bad" or "different."

14. Parents can avoid overstructuring children's lives so that they have no free time. Sometimes parents are concerned that their children spend time in watching TV or reading comic books. While they should not spend all their time doing so, they cannot be expected to perform at top capacity at all times.

15. Respect your child and his knowledge, which at times may be better than your own. Assume that he means to do right. Do not presume on your authority as a parent except in crises. Allow much liberty on important issues. Try to give general instructions to carry out in his way rather than specific commands to carry out in yours.

16. Gifted children are sometimes impatient of conventions. Have a frank talk with your child about the importance of conventions where he can see the social advantages and then point out that other conventions have similar bases in experience.

17. Whenever possible talk things out with him where there has been a disciplinary lapse. Gifted are much more amenable to rational argument than many children and usually have a well-developed sense of duty.

18. Give your child the stimulation of private lessons in some skill in which he or she excels. See that he or she has

social membership in worthy groups. Foster special experiences outside the home.

19. Try to improve his sense of taste in mass media, TV, radio, cinema, comics, reading, art, etc. Discuss the basis for taste and give hime some experience with new forms of expression in the arts.

20. Take time to be with him, listen to what he has to say, discuss ideas with him.

21. Be a good example yourself, and try to find worthy adult model figures of both sexes outside the family for him or her to know.

22. Support school efforts to plan for able children. Help to interest others. Form with other parents into cooperative endeavors.

23. Investigate scholarship and other community programs and help provide them.

24. Work to provide better community understanding of the role of able children in society.

25. Support community action for able children and advocate more guidance and special education for the gifted.

# PARENT INTEREST INVENTORY

So that future Triad parent meetings can reflect those subjects which are of greatest interest to Triad parents, please rate the following topics on a priority basis and feel free to add any topic which you would like to suggest as the basis for a meeting.

__________ The I.E.P. (Individual Educational Program) Its Purpose, The Process, The Product

__________ Intelligence Testing

__________ State Guidelines for Gifted and Talented Programs

__________ The S.O.I. (Structure of the Intellect) Test--Its Structure, The Results, Its Value

__________ Sharing by Students

__________ Program Curriculum/Materials Review

__________ ________________________________________

__________ ________________________________________

You Are Invited
To A Triad
Parents' Night at
Nether Providence
Middle School
In The Library
At 7:30 ~ Monday
Feb. 4th

# TRIAD PARENTS' NIGHT

TRIAD IS...

Anthropology - demonstrations and exhibits of Chinese culture by Mrs. Comfort's class will be a feature of tonight's "student sharing."

Design - Mrs. Breitfeller's course gave students experience working with the elements of design; their final projects are on display.

Marine Biology - pay a visit, with student guides, to Mr. Ferguson's room (#138 in the Science wing) to see the salt water aquarium.

Math Puzzles and Games - students in Ms. Kernicky's groups played (and created) puzzles and games that illustrate mathematical principles.

Science Fiction - on display are the students' original stories, submitted to Current Science magazine's competition at the completion of Mr. Pure's course.

Energy Studies - Mrs. Bedell's seminar took a series of energy study trips to explore alternative energy sources. Some of their findings are on display.

Computer - students will demonstrate the computer and the programs they created under the direction of Mrs. Rader.

Fantasy Literature - Mr. Barbella's and Ms. Kenney's groups read and wrote examples of fantasy. Some of their original short stories are displayed, along with the works of author Lloyd Alexander, who welcomed the students and their teachers to his home for a visit in January.

Enrichment Science - students in Mr. Pure's course worked on projects to be entered in the Delaware County Science Fair - several of their completed projects are on display.

Future Studies - several original games - based on Alvin Toffler's book Future Shock - are displayed, along with a design for a prison of the future...by students in Mrs. Milner's and Mrs. Comfort's seminars.

# APPENDIX R

# STAFF COMMUNICATIONS

# News

NETHER PROVIDENCE MIDDLE SCHOOL
February, 1980

* * *

**WHO'S WHO** - Nancy Rader and Dawn Bedell...Computer mini-course; Sue Breitfeller... Design and the Man-made Environment mini-course; Loretta Comfort... Medieval Matters mini-course; Tom Barbella...Mass Media mini-course; Wynne Milner...Getting To Know Yourself and Others mini-course; Sharon Thomas and Tom Barbella...7th grade Reading; Pat Small (NPE) and Wynne Milner...6th grade Reading; Mike Ferguson...Marine Biology activity; Len Pure...Electronics activity; Kay Kernicky...Math Puzzles and Games activity; Wynne Milner...8th grade Reading; Harriet Muth...Literary Magazine; Harriet Muth, Wynne Milner, Loretta Comfort...Olympics of the Mind; Loretta Comfort, Law SIA; Wynne Milner...School Survival Skills activity.

**MIDDLE SCHOOL G&T** - This year there are 53 6th graders, 46 7th graders and 30 8th graders involved in the Triad program. Because it is an elective program, students may participate in from one to four courses, depending upon interest, ability and schedule.

**TRIAD TRIPS** - The objective for field experiences this year is to provide relevant enrichment for small groups of students involved in specific areas of study. For example, the first semester Technology Seminar took a series of energy study trips to gather information on alternative sources of power and the 7th grade Reading groups spent a morning at the home of Lloyd Alexander, writer of fantasy fiction.

**RESOURCES FOR CLASSROOM TEACHERS** - The (new) Triad room--005, across from the Band room--contains shelves of materials, reference and resource, for your use. A sampling:

What To Do For The Gifted Few? Judith Wooster. Handbook of strategies for differentiating instruction.

Classroom Ideas for Encouraging Thinking and Feeling. Frank Williams. Activities to be employed by teachers in subject matter areas in order to elicit cognitive and affective behaviors.

Opportunities for Creativity and Communications. Institute for Behavioral Research in Creativity. Suggestions for training and development of students in several different dimensions of performance.

Gifted Child Quarterly. The Journal of the National Association for Gifted Children. Contains research findings, suggestions for activities, materials, etc.

*We also have individualized learning packets in language arts and science, independent study units in social studies and mathematical reasoning workbooks.

Triad Report - Curriculum Council - March 19th

1. "Colored Paper" Exercise - breaking stereotypes of gifted

2. Filmstrip - "Who Is The Gifted Child?" - view and discuss

3. Handouts - in folder:
   a. Definition of Gifted
   b. Who are the Gifted?
   c. Triad Enrichment Program-Overview/History
   d. Middle School Triad
   e. Sources of Information
   f. Bibliography
   g. ERIC fact sheet on the IEP

4. Samples of the following on display:
   a. Curriculum Workbook
   b. Unit Materials-Student
   c. Teacher Reference/Resource Materials

5. Transparencies to be used:
   a. Middle School Triad Pilot Program Outline
   b. Master Triad Schedule
   c. Sample Student Schedule

# CURRICULUM UPDATE

April 23, 1980

With the close of school only eight weeks away the summer curriculum workshops are being planned. We hope to have workshops in Home Economics, Industrial Arts, Music, Triad, Math K-8, Elementary Language Arts, Study Skills K-5, Foreign Language (French), Elementary Social Studies, Secondary English, AP Biology, and Advanced Chemistry.

The district is awaiting the final reports from last year's Curriculum Evaluation Committees - Social Studies and Practical Arts. Meanwhile, Shirley Loveless, chairperson of the Social Studies Committee and Claudette Albertson and Glen Simmons, co-chairpersons of the Practical Arts Committee will make brief reports to the Curriculum Council.

In February, the Science Curriculum Evaluation Committee with chairperson, John Jenkins and the Business Education Curriculum Evaluation Committee with co-chairpersons, Naomi Marky and Doris Smith held their first meetings.

The following people comprised a team which attended an Executive Academy on School Improvement in early February: Dom Morettini, Jim Ellis, Bess Temme, Val Sandberg, and Joanne Duncan. The academies are held by the Department of Education on various topics throughout the school year.

The grade level chairpersons in the elementary schools have had one session of a 2-1/2 day workshop on Mastery Learning conducted by Marc Levin.

The K-8 math committee, led by Kay Kernicky, has met several times this year to revise the scope and sequence after input from the classroom teachers on the content.

The Elementary Social Studies Committee has recommended the 1980 edition of the Houghton Mifflin program entitled "Windows on the World." Teachers had piloted the Holt Databank Program last year and the 1976 Houghton Mifflin program during the present year. It was felt that the 1980 edition is stronger on map and globe skills and geographical and historical content than the 1976 edition. People who served on this committee are: Merrie Lou Cohen-chairperson, Audrey Spafford, Marianne Leagans, Selma Rende, Edith Matthews, Cheryl Nichols, Steve Maugeri, Kay Begley, Marianne Millard, Sue Laughton, Cal Wilson, and Bob Parker. Many thanks to them for their time and energy.

Loretta Comfort has established a course called "Law in Education and in Everyday Life" at Nether Providence Middle School. With the help of James Proud, Esquire, several lawyers have been scheduled to speak to the class during the spring. Some of the topics will be: Juvenile Rights and Responsibilities, School Issues and the Constitution, and Law as a Profession.

NETHER PROVIDENCE MIDDLE SCHOOL

GEORGE L. KING, PRINCIPAL

# staff bulletin

April 25, 1980

## KUDOS

A super thank you and congratulations for a job superbly done to the following staff members who made yesterday's "Shakespeare's Birthday Party" one of our Middle School "hits" of the year: FREEMA NICHOLS, SHARON THOMAS, CONNIE DYER, SUE BREITFELLER, EDIE LEFFERTS, NANCY RADER, FRANK KIDDER, WILMA CLOTHIER, MIKE FERGUSON, ESTA DENTON, DOMINIC MORETTINI, GINNY FOOSE, WYNNE MILNER, LORETTA COMFORT, LEE HYDE, and CLAUDETTE ALBERTSON. Also, to the Physical Education department for giving up their fields and the wrestling room for the day.

Mrs. Reynolds extends a sincere thank you to sixth grade homeroom teachers for their cooperation in handing out the foreign language letters.

* * *

## RESULTS OF JOHN HOPKINS 1980 TALENT SEARCH

Eight Middle School Triad students have scored better than average college-bound 11th and 12th graders on the January College Board. They will receive special recognition at a Johns Hopkins Awards Ceremony in May. Our school will also receive a commendation. Four of these students (*) scored in the upper 5% - 10% of the 9,040 participants in the Talent Search: (*) TINA BENNETT, (*) CAROLYN WALES, (*) ANNIE HWANG, (*) NICOLE VICINANZA, MARGARET LYMAN, CHRIS MORRISON, JOHN BLIZZARD, and JOHN ROWAN. Congratulations!

## SIA WRITE-UPS

All SIA write-ups must be in to my office by 3 p.m., Wednesday, April 30. Registration will follow shortly thereafter.

## SCHEDULING COMMITTEE

It appears as though we have reached an agreement on the scheduling model to be used for 1980-81. Barring any further changes in the music offerings, we will begin work on the master board next week. See any member of the committee if you have questions or concerns.

## BUILDING REPRESENTATIVES

On Friday, May 2, we will hold our next Building Representatives meeting at 2:20 p.m., in our main conference room. Please share any concerns with your representative prior to this meeting.

## WEEKEND WISDOM

I've never been poor, only broke. Being poor is a frame of mind.

MIKE TODD

Date: April 28, 1980

Memo to: Team Leaders

From: Wynne Milner

Re: Triad Review, Year-End

Attached are the names and grades of those Triad students who received a C or lower on the third report period report card. When it is convenient for your team, I would like to attend a meeting to review these students' progress. I have completed a review of the recently received CTBS scores and, on the basis of low scores, have developed a list of students whom I am recommending for IQ retesting. Your evaluation of the students will be helpful. Would you return this memo to me with a convenient date and time for meeting noted? Thank you!

# APPENDIX S

## STUDENT COMMUNICATIONS

# The Ink Spots

This is ..."The Ink Spot"... a magazine of creative art, poetry, prose and short stories by Nether Providence Middle School students. Your response has been overwhelming. Unfortunately, because we are limited in time and space, we could not include everything. I would like to thank all who contributed. Special congratulations are due for "The Ink Spot" winners:

| | | |
|---|---|---|
| Tina Bennett | 7-5 | 1st prize poem |
| David Kreidler | 7-6 | 1st prize short story |
| Wade Patterson | 6-13 | 1st prize artwork |
| Tom Dineen | 7-5 | 2nd prize poem |
| Tricia Milheim | 7-20 | 2nd prize prose |
| Kelly Linck | 7-7 | 2nd prize artwork |
| Betsy Neaves | 8-9 | Honorable Mention poem |
| Tina Bennett | 7-5 | Honorable Mention story |
| Timothy Harvy | 6-2 | Honorable Mention artwork |

The winners were chosen by a group of teachers so that staff members could enter their own pieces.

I would also like to give special thanks to:

...Wynne Milner and Sharon Thomas for their assistance and enthusiasm.

...Theresa Truitt and the copy center for enduring one more headache.

...Student Council for the prize money.

...and most of all, to the staff, for doing a terrific job.

Tina Bennett
Janet Burna
Terri Evans
Aimee Jamison
Giulio Kitao
Margaret Lyman

Betsy Neaves
Todd Palmer
Debbie Parsons
Pam Roberts
Jenny Sparkler
Dibbie Waldick

I hope you enjoy...
"The Ink Spot"
Harriet Muth

# Feelings

I gazed in awe at the
magnificent surprise,
which looked to me
like a brilliant ball of fire.

The majestic mountains
so tall and so great
were ascending upward
jagged and higher.

At dusk I saw the inspiring sunset,
the sudden showers
that turned to violent rain.

The trail at the edge
of the canyon so deep
made me think of a
journey that ended in pain.

Dawn Jones 7-5

Joy Brown 6-4

### Friends

Friends are tall and very small,
And come in any shape at all.

Friends are great to be with all day,
When you're feeling bright and gay.

Friends are good to have around,
When you're feeling sad and down.

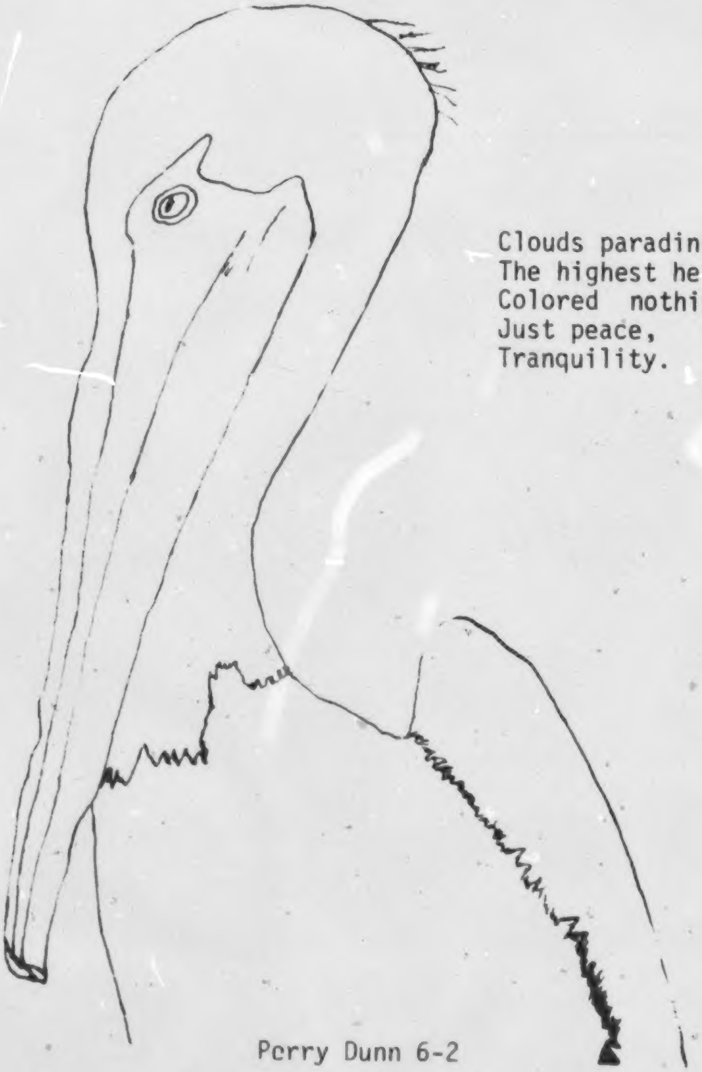
Friends are happiness to us all,
Winter, Summer, Spring or Fall.

Karen Harper 7-6

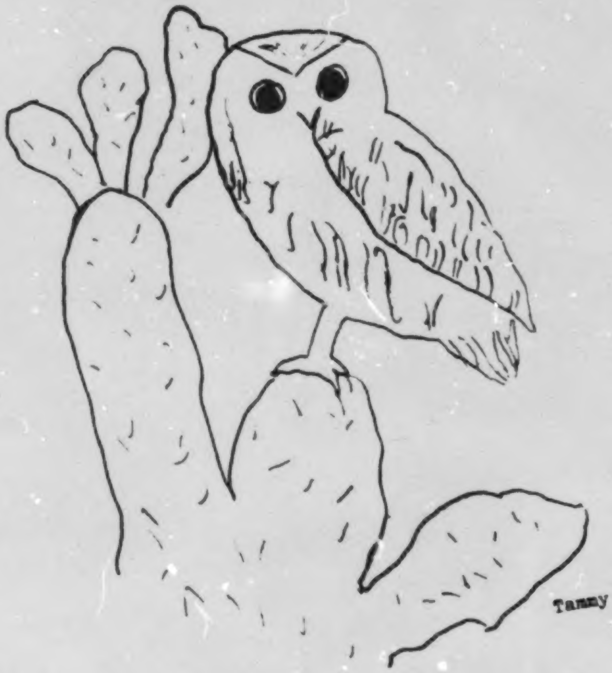
### Sky

Clouds parading down a street of blue,
The highest height,
Colored nothingness,
Just peace,
Tranquility.

Debbie Parsons



Perry Dunn 6-2


Tammy Papov 6-2

I wish it was snowing.
With everything
under a cold blanket
of white
until spring
I wish it was snowing.

Jonathan Owen 6-1

Janet Haggerty 6-2

Wade Patterson 6-13

## Cotton

Sometimes I am scratchy burlap
Itchy, and unpleasant to be close to
or rope -
Binding, allowing no freedom
Occasionally silk,
yielding and desirable
but mostly not.
I can be flannel, soft and warm
But mostly I am just
plain
cotton.

Tina Bennett 7-5

The road was hard and damp. The mist lay overhead so thickly it was hard to make out in what direction I was heading. The night was perfectly silent and dark. Some dim light came from houses nearby. My shoes make a constant eerie noise as they hit the pavement of the road. The tone changed as I walked up concrete steps. Chimes made a lonely whimper in the night as I rang the doorbell.

"Inspector Charles Wimsley III at your services," I said promptly.

"Oh, come right in. I have been assigned to show you the household, but first would you like to sit down to some tea and turkish delights?" suggested the butler.

This case had been immensely odd so far. The food might possibly be poisoned. "No thank you. I like to get an early start on every case," I replied.

"Oh, very well," said the butler. "I will show you the room in which Anna Bell Chancler I was murdered."

The passageway was narrow and the light faint. The stairs creaked as we stepped upon them. Finally, the butler opened a door which led down a long corridor. At the end of the corridor there was a small door that the butler opened. We entered it hastily. The room was gloomy and dull, full of intimate objects.

"For your satisfaction, the room has been left untouched," the butler said.

I scoured the room with my keen eyes, detecting something wrong. Dust had collected around everything, but on a certain table where an object once stood, there was a clearage in the dust. It was a rectangle shape. I stood up immediately and looked the butler straight in the eyes.

"Has anyone else been here?" I asked.

"No, except me. Not for the last three weeks. I've been looking after the place after my employer was murdered," answered the butler.

"Very good," I said with a smile on my face. Again I carefully studied the dust where an object once stood. I found out that the mark was recent, maybe one or two days old.

"The entire room has not been touched? Not at all?" I inquired.

"Not at all," the butler replied.

I immediately took a notepad and ink pen from my pocket and wrote the words on a sheet of paper; "the butler did it." I replaced the pen and notepad in my pocket. Then I proceeded out of the room.

(Over)

The butler then led me down the stairs, through the ballroom, into the dining room. The mansion was of great size with many hallways and long gloomy corridors. In the dining room the butler was a few feet behing me when suddenly he reached for the wall! H e flicked a switch and the floor opened up under me! Without haste, I immediately grasped for the edge of the floor that was opened up.

I caught a glimpse of the butler pulling a gun from his jacket. Before he could shoot, I pulled my gun from my overcoat and shot him. He was apparently dead. I pulled myself out of the trap door in the floor and examined the body. I saw a rubbery crack in the butler's neck. When I felt it, it was in fact rubber! I undid the butler;s collar and saw where the rubber edge stopped and the real skin began. It was a head mask!

I ripped it off to see the dead face of Mrs. Chancler. I then pulled out my ink pen and notepad. I scribbled out what I had already written and wrote "Mrs. Chancler I did it." Then I went into the deep corners of my mind to figure out the puzzling mystery. Mrs. Chancler I was indeed the murderer. The dead body must have been her husband who she said was on a business trip but wasn't. She disguised him as her, and her as the butler she had fired.

I then proceeded out the front door.

David Kreidler 7-6

## Night Visit

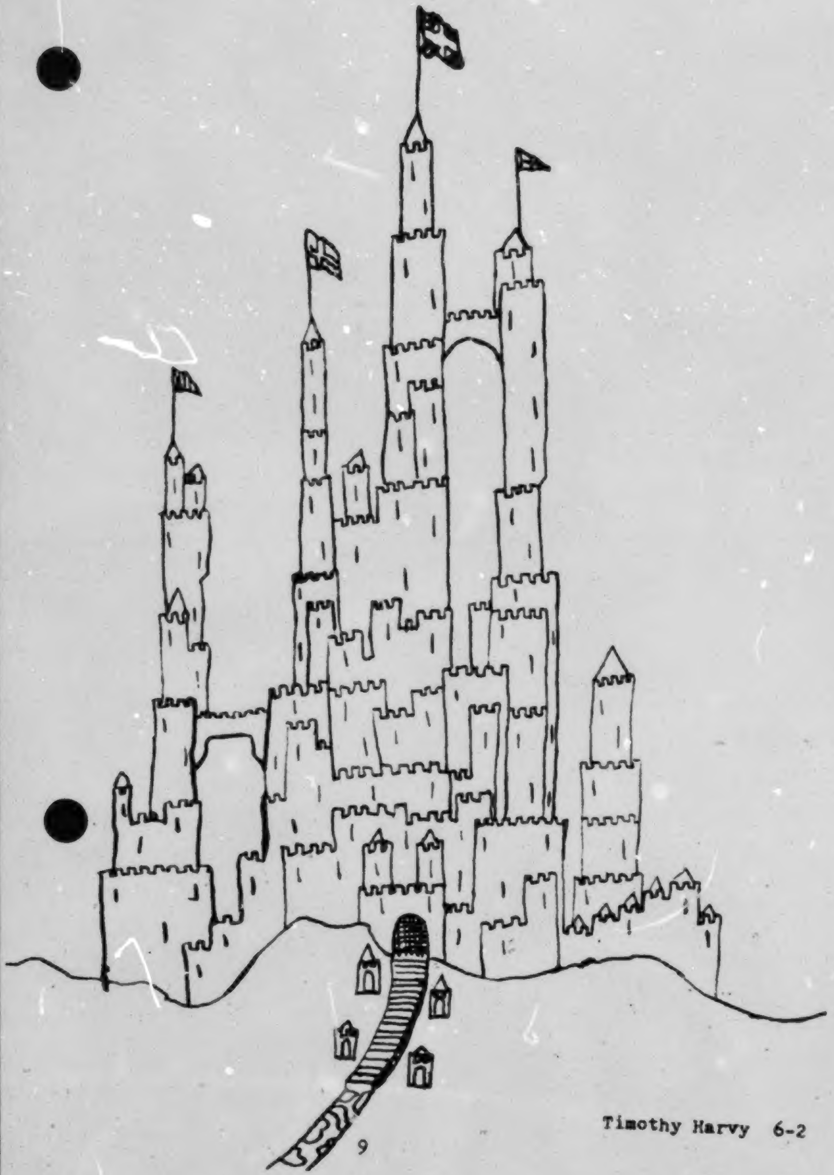
The wild geese came
Last night to our fields
Flying in on the fog
Rallying above us with their calls

Hearing, as you slept,
My mind called through the fog:
"Come and stay with us for
We are kind and wish only
To share your freedom
For a little time"

The wild geese became
Last night in my dream
Gulls in a sea mist and we in bed-boat
Rocked by slow swells to their calls

The wild geese went with the fog
This morning - not waiting
To be praised or lured
Across the gulf between us

Wynne Milner



Timothy Harvy 6-2

## Dusk

Her scarlet waves
  Chase the sun
to its watery graves.
  She falls upon us
  like leaves in
Late midsummer's end
  Only to rise and
Fall again like a beaten
Contender; Never to
  win, but always to fight.

We see her hanging
From the clouds
Like a distand
  Hope
Always to have,
  but never to possess.

She moves as lyrics
  of a forgotten song
Covering mankind
With her fiery
  Inferno.

Never to release,
  Never to be released.

Tom Dineen 7-5

## SIXTEEN

We chase cats into the maple tree
And laugh, then sit below on twisted roots
And sigh at wasting opportunity

We fail to see; but we are children, free
To play our games. Performing true to youth
We chase cats into the maple tree.

Fermented into puberty, we fail to see
Our innocense, outgrown with Sunday shoes,
And sigh at wasting opportunity.

Cold car back seats. She never warmed to me.
Desire is just a dream. To stay the truth,
We chase cats into the maple tree.

The felines hiss, complaining to be free.
We've got them trapped; we guard the twisted roots
And sigh at wasting opportunity.

Our brothers take their girls to the movies,
But we're still kids, and with nothing left to do,
We chase cats into the maple tree
And sigh at wasting opportunity.

Harriet Muth

## Falchion

Suspended from the family crest,
it overwhelms the visitor with its authority.
A keen-edged beauty; it pierces the imagination
releasing thoughts of daring and vengeance satisfied.
The proud past sealed in well polished steel
is no match for tales thrust upon the mind by
zealous eyes.

Tom Barbella

Rosemary Wright 7-7

## School Prayer

Now I lay me down to study
I pray that I won't go nutty.
And when I learn all this junk,
I pray that I won't flunk.

Now I lay me down to rest,
Thinking of tomorrow's test.
And if I should fail instead of pass,
I pray the same for the rest of the class.

Joyce Harper 8-11

# Only You

As I wage this battle against the hardships of life,
Can I win?

Can I take my place in this world of Men?
On this ship I need no crew,
Only you, my darling, only you.

All its sorrows I must withstand,
For now the ship is in my command.

Will I fail before I am through?
No, my darling, for I have you.

What shall I give in exchange,
For a love so true yet so strange?

Oh my darling one so dear, is my heart filled with
Fear?

No, my little one, for whatever I do,
I know that I will always have you.

My eyes flutter at the waving of your hand.
My heart responds at your verbal command.
My heart smiles at the sight of your face.
My love glories in your embrace.

I am your slave.
Upon my heart your name's engraved.

Each night before I retire, I pray
That God will protect you, day by day.

My darling, my love I cannot conceal.
Am I to blame for the way I feel?

Many things I've done I cannot undo.
My faults are many, but yours are few.

Have pity and mercy upon this blundering fool,
Who sees no other love but you.
Upon you it will depend, how this poor fool's life will end.
Can he these things subdue?
My darling, it all depends on you, and only you.

Lori West 8-12

## The Frog

I wish I were a great green frog
Who lived in yonder pond.
I'd sit upon my lily pad
of which I'm very fond.

I'd sing all day and croak all night,
I'd eat small bugs with great delight.
I'd hop around the world so free,
Oh, what great fun, how happy I would be!

Phyllis O'Donnell

## Tears

I cry tears from eyes that never weep.
Though my heart cries out for love and my soul
   for peace,
My eyes like wells have dried upon the earth.
Someday the well will fill again
And like flood waters over a dam,
My tears will flow from eyes that weep
   for joy.

Phyllis O'Donnell

## Devil's Dictionary Definitions

textbook, n.- a student's major piece of sports equipment.

Trey Hurst

school meeting, n.- conference of the bored.

Pam Roberts

little brother, n.- small mechanical robot programmed for destruction.

Elizabeth Varki

purse, n.- neatly organized bundle of garbage.

Elizabeth Varki

## Devil's
## Dictionary Definitions

hockey player, n.- a dentist's dream come true.

Lauren Lakoff

soap opera, n.- a show in which someone gets married, divorces and dies all in one day.

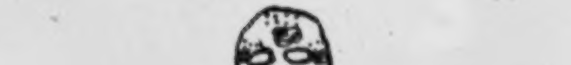
Lauren Lakoff

moose, n.- An animal with horns on the front of the head, and a hunting lodge wall on the back of it.

Larry Smith

rock group, n.- a collection of rolling stones.

Lisa Cano



Andy Raudabaugh 7-18

# A Christmas Nobody Forgot

When the snow fell
all around Naddletown,
And the Yultide season
came around,
We put up the Nativity scene,
And, from where we stood,
it looked very keen.
We hoped we would have
a good Christmas Eve,
And get to stay up and
watch TV,
And hope that we'd have
baked turkey and fluff,
and cranberry sauce,
and all that good stuff.
But in the middle of the night
I woke up in such a fright,
for Santa Claus didn't have
his reindeer nine that night!
He said that he had
walked all of the way
(and that's a long walk
without any sleigh!).
So we went inside
and Santa Claus said
that he had tucked all of the deer
straight into bed,
for each of the nine
had a cold in the head !
So I went to the zoo,
got a reindeer or two,
and hitched them all up to the sleigh.
I blew my horn,
gave them magic corn,
and delivered his presents
until it was bare.
Then he came home
and had cookies with me.
And the reindeer all shouted
out loud, with glee:
"Hooray, hooray, Santa saved Christmas Day !"
But Santa Claus said,
with a twinkle in his eye:
"Don't hooray me, it was not I
who made this feast and saved
Christmas so white."

Michele Batter 6-2

Michelle Batter 6-2

Susan Beavins 7-7

Lynn Jamgochian 6-2

### Parody

Oh beautiful for smoggy skies,
   insecticided grain.

For stripmined mountains' majesty,
   across the asphalt plain.

America, America, man sheds his
   waste on thee.

And hides thy pines with billboard signs
   from sea to oily sea.

Gary Willetts 8-12

Spring is finally here
What a relief!
Why do you ask?
Listen carefully; I'll be brief:

School's almost out
birds are singing
my birthday is near
happiness it's bringing.

Jack Frost says goodbye,
and so must I.

Susan Rees 8-21

Kelly Linck 7-7
6

Kelly Linck 7-7

Diane Porter

## Poem

Summer is finally on its way
With heat and sunshine that's here to stay.

Then school will be out and the kids will cheer
Because there's two whole months till another school year!

Cheryl Sacchetti 8-12

# Iran

Khomeini's beard is as white as snow,
I think he should let the hostages go.

The hostages do not want to stay,
So Khomeini should release them today.

Iran is a troubled country,
Surrounded by the Black Sea.

We can't blame the Shah of Iran,
Although he's not an honest man.

Ayatollah Khomeini is crazy
For taking over our embassy.

We need Iran's fuel,
But we shouldn't start a duel.

Russian troops should pull out of Afgharistan,
Because Khomeini is a mixed-up man.

A war is just what we don't need,
Because the whole world would probably bleed.

The hostages need a lot of help and praise,
Because they've been held for 140 days.

I'm just as glad it's them, not me,
Because I couldn't take that embassy.

The embassy shouldn't have been taken over by terroists
Because they're doing a job worse than the pits.

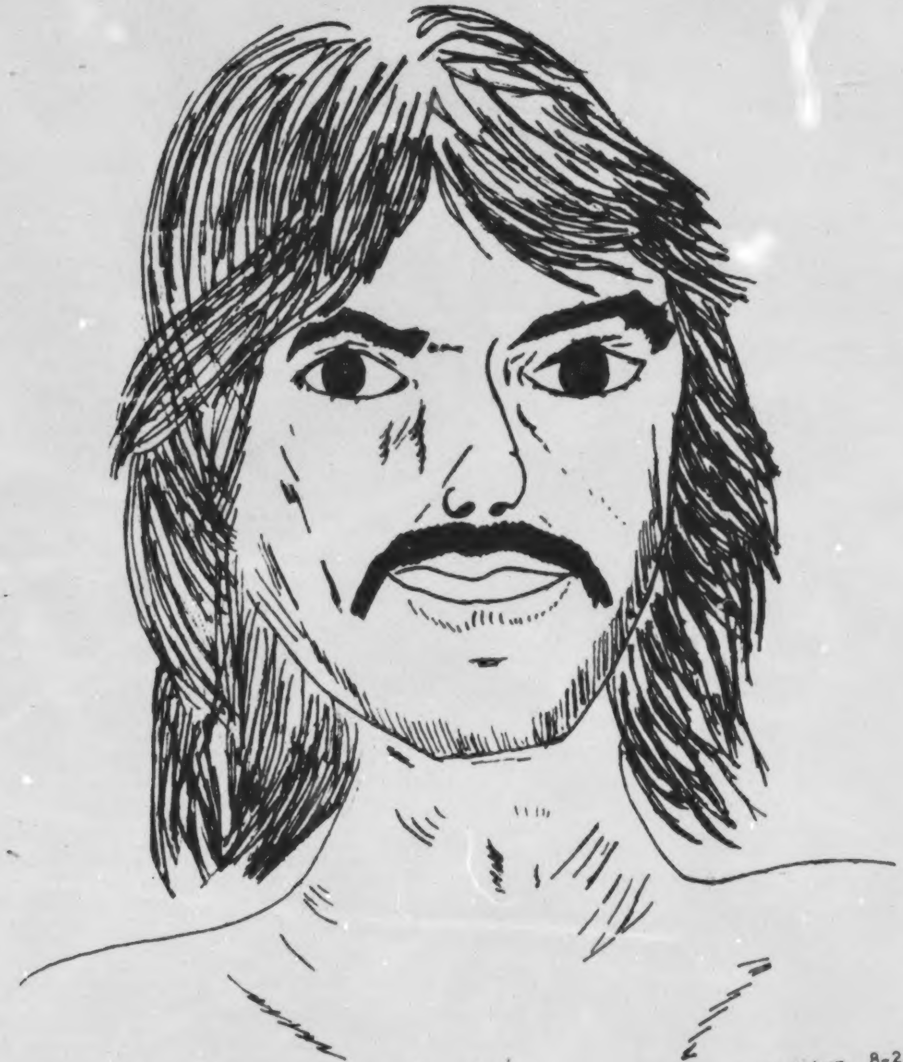
President Carter isn't doing a good job.
And he should punch out Khomeini the 'slob'.

The man we need is Cyrus Vance,
If we could only give the man a chance.

The reason why we can't blow it up,
Is because they have the hostages all tied up.

Maybe one day, maybe one day,
We will see them all home in the U.S.A.

Jim Bosma 8-12



Ruth Cohen 8-21

Ruth Cohen 8-21

Vicky Alvarez 7-7

Danny O'Mara 7-18
24

### Clowns

Bright painted faces,
Pink striped shoe laces.
Great big red noses,
Comical poses.

With orange, red. blue or
green frizzy hair,
Sends laughter and joy
that no one can bear.

They are cheerful, happy,
fun to be near,
They were sent by God and
the reason is clear.

Mary Gonnella 7-5

On Saturday Anna Murry was at the hospital doing her regular volunteer work when a nurse called Anna into a little old lady's room and asked her to finish feeding her. At first Anna was a little nervous about it, but then she realized that this lady was just like her own grandmother. Soon she relaxed and started talking to the lady, whose name was Libby.

Libby started talking to Anna, telling her how it was when her family immigrated from Italy when she was eight, and what her childhood was like. Anna felt a certain closeness to Libby, and she continued to visit Libby whenever she could. But Libby seemed to grow weaker by the day. Anna knew she was going to die soon, so she kept staying with Libby whenever she could, until one day she was told Libby had passed away.

Anna cried because she had lost someone she had really grown to love. Libby was so sweet and only cared about other people when she should have been thinking of herself. Anna was going to give up her volunteer work because she didn't want this to happen again. Then she realized she was only thinking of herself. She then thought of all the people who were lonely for someone to talk to or just to know someone cared. Anna decided to go back to work and try to help as many people as she could.

Cheryl Sacchetti 8-12

Dina Summa 6-2

The phone ring sounded crisp in the air. Without peering from underneath my monthly Super Sleuth magazine, I picked up the phone. Before I answered, I felt this would be something big. Another notch in my cards. One more pearl to look at from my mountain of solved mysteries. Then I heard myself say those familiar words.

"This is Sam Slade, may I help you?"

The voice that greeted me was that of an old Oriental man who had obviously had chili and beans with a touch of cinnamon sauce for breakfast.

"My name is Second Rice Noodles," the voice said, as it cracked. "I am calling from Hong Kong. I would like to report a missing platinum eagle. Have you heard of it, Mr. Slade? I have chosen you because I have heard of your great record of crime solving."

"Well, Mr. Noodles," I replied, "this isn't much information, but I'll take your case. Are you sure you don't have any more information?"

"Yes, Mr. Slade, but too secret to give over the phone. Do you think you could fly over here?"

"O.K. Mr. Noodles, I'll be there as soon as I can."

Quickly I put down the receiver and grabbed my grey trenchcoat, my rain hat, and a deck of cards, and then exited out the door. When my taxi arrived at the airport, I entered the nearest bar. There I found my old friend, Charles Studmaker, playing pool. Charles' creased face greeted me when he saw me.

"Charles," I said, "I want to ask you a favor...."

"Sam, it's yours on one condition. Play it once more, Sam. For old time's sake. Remember Sam, we're the things fantasies are made of."

Persuaded by the cries of Charles, I picked up the violin in the corner and played. The melody of some song, title forgotten, filled the room. After I finished, silence filled the room.

"Now Charles, I need the keys to your helicopter," I said.

"They're in your pocket, Sam."

After flying in the copter for a few hours, I found myself only ten miles from Hong Kong. Suddenly the glint of steel caught my eye. Three helicopters were on my tail. What could I do? I was like an owl in a nest of crows. A mouse in a lion's den. A wood piece in the fire. Mind raced wildly. The next thing I knew, they were firing dead leeches at me. I raced madly in my mind what to do.

What will Sam Slade do?
Will he survive this peril?
Even if he does, will he solve the
case of the Platinum Eagle?

Rene Veloso 7-6

## Easter: Year After Year

Easter at my house never held much charm, but we did work out a plan (I hesitate to use the word tradition) that we followed every year. We would do one of two things; have an Easter basket or a treasure hunt.

The basket idea was never my favorite. We got that fake green shredded cellophane grass that totally filled up the basket. No matter how hard we tried, the stupid jelly beans always managed to roll underneath the grass. The only remedy was to throw out the grass and eat the candy hiding underneath.

Have you ever noticed how grotesque Easter candy is? Even the time honored jelly bean isn't really *that* good. Everyone buys them, but no one really likes them. It's a *little* like candy corn on Halloween. And those sugar-coated marshmallow chicks are just so awful that no one will eat them. In our house we practice the old "bite-off-the-head-and-throw-the-rest-into-the-garbage" routine.

The other alternative is a treasure hunt. All it means is that Dad hides jelly beans all over the living room and we try to find them. Sometimes when we miss them they show up molding in a corner or on the frame of a picture or in some other likely spot two months later.

Once we have our candy, the trading starts. Luckily my dad likes black jelly beans because if he didn't, someone might find them under the sofa or behind the piano. If we have malt eggs, we both try to trade to get them. Then we eat them really slowly so that the other person will be done first.

Mom and Dad retreat to their bedroom to read the "Sunday Times" all day, and we are left alone with each other, marshmallow chicks, and green jelly beans.

Tina Bennett 7-5

### The Beautiful Creation

In the sky
A cloud is floating up real high.
Then the moon is asleep,
As a little boy dreams of a jeep.
Then the sun comes up,
And awake is a little pup.

On the earth or in the sky,
Down here or up high,
Everything is beautiful, don't you see.
It's God's creation for you and me

Susan Chance 6-14

I wish it was snowing.
With everything
under a cold blanket
of white
until spring
I wish it was snowing.

Jonathan Owen 6-1

Through the mountains of Asigiliah there were roaming, looking for the sacred sword in the sacred shrine of Safiphere, two men named Sifro, the warrior, and Sima, the wizard.

While walking up a path, they came upon a cave that seemed to go on forever. As they came to it, they saw writing on the roof of the cave. The words said: "As you walk in, one of you shall be killed."

They shuddered. At that moment, from the cave came some type of demon with a sword brandished and, swoosh, chopped the wizard's head off. The warrior took his sword out and stabbed and cut the demon to pieces. He went along and came to a huge iron door. He slowly opened the door and saw before him five more demons. Sifro slowly left the room unnoticed. He walked down a corridor and came to a door on his right and saw before him another hallway. Sifro, torch in hand, slowly walked down the corridor and came to a fifty foot high door. He slowly opened it, and before him, stuck in the wall, was the sword of Safiphire. As he went toward it, he felt great strength in him, and he pulled the sword out of the wall with no trouble. When he had it out, it glowed.

As he turned to go, he saw behind him five demons. With the sword of Safiphire in one hand and his other sword in his other hand, Sifro charged the demons, and with a slash and a stab, the demons were mutilated. Sifro was running back to the cave entrance when four trolls jumped out at him. Again with a slash and stab the trolls were were all dead, but for one, who had an arm chopped off. They collided, and within two minutes the troll was dead.

Sifro had gotten the sword and survived. He was a hero.

Ken Rose 7-5

Sue Breitfeller

## The Old Man in the Leather Chair

In a leather chair sits an old, loved man. The man is loved by everyone who knows him. He is the kind of person everyone knows as gentle, giving, loving and beautiful. Behind his tired face is a young man. A man with good thoughts toward mankind. He seems to live in his chair, getting up for dinner, a walk, or a game of pinochle with his family.

Although he has a warm bed upstairs, he chooses to sleep in his leather chair with a grandchild in his lap. His doctor tells him he should get up and move around, but he is content to be in his leather chair with crossword puzzles and his thick novels. His wrinkled face shows a good life filled with happiness.

Everytime I visit him, I feel love toward the old man in the leather chair.

Tricia Milheim 7-20

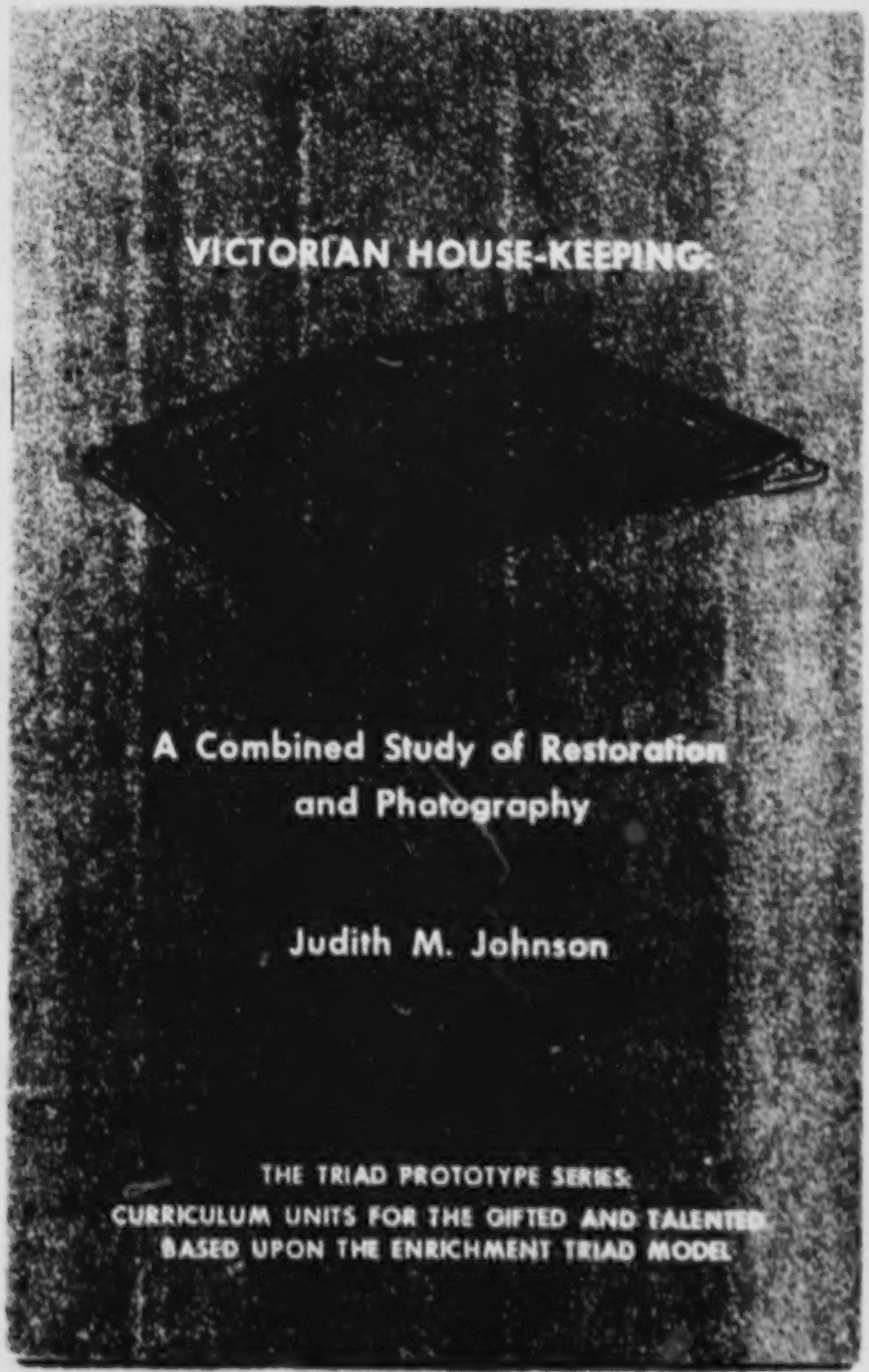
## Time

The tick-tock to a rhythmic beat which all follow.
We wake-up and begin a day which time will swallow.
Time always seems to be slipping away.
As we chase it into another day.
The calendar is set with thirty-one days at most.
And afterwards remains only a ghost.
If it weren't for time our world would fall apart.
All remaining is an endless start.

Betsy Neaves 8-9

# APPENDIX T

# INDEPENDENT STUDY UNITS - EXAMPLES

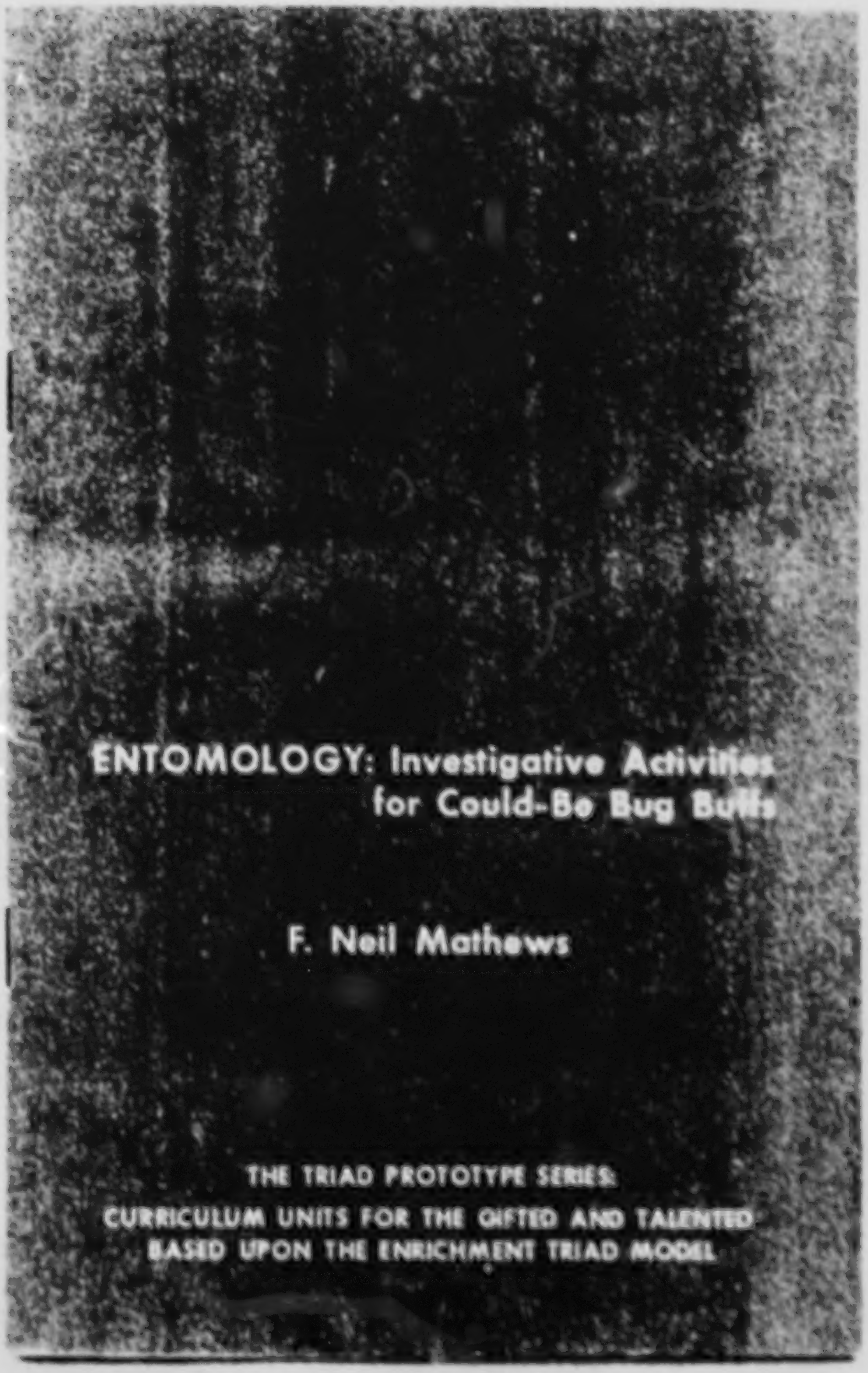


# VICTORIAN HOUSE-KEEPING:

## A Combined Study of Restoration and Photography

Judith M. Johnson

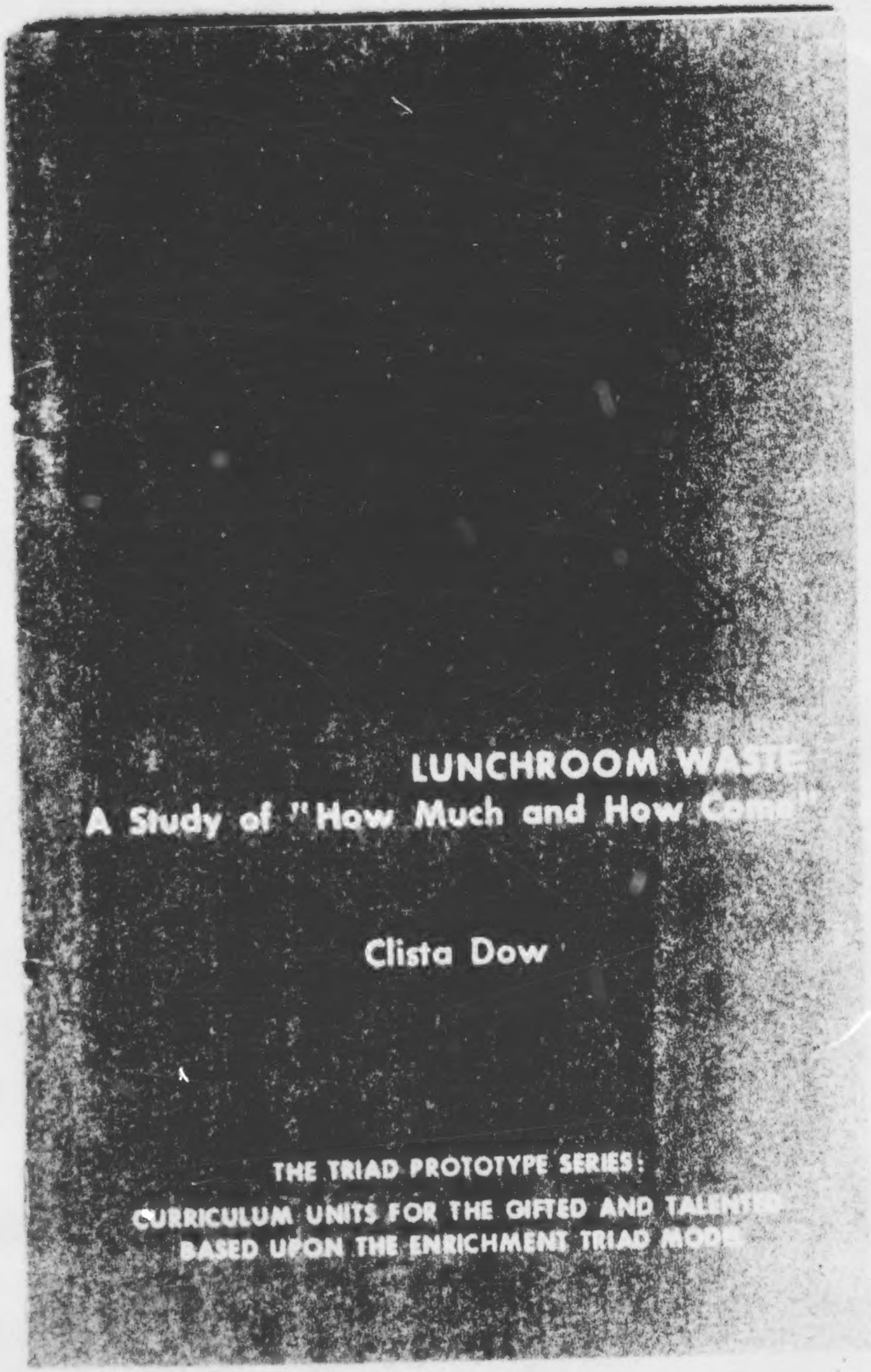
THE TRIAD PROTOTYPE SERIES:
CURRICULUM UNITS FOR THE GIFTED AND TALENTED
BASED UPON THE ENRICHMENT TRIAD MODEL



# ENTOMOLOGY: Investigative Activities for Could-Be Bug Buffs

F. Neil Mathews

THE TRIAD PROTOTYPE SERIES:
CURRICULUM UNITS FOR THE GIFTED AND TALENTED
BASED UPON THE ENRICHMENT TRIAD MODEL



# LUNCHROOM WASTE:

## A Study of "How Much and How Come"

Clista Dow

THE TRIAD PROTOTYPE SERIES:
CURRICULUM UNITS FOR THE GIFTED AND TALENTED
BASED UPON THE ENRICHMENT TRIAD MODEL

Nether Providence Middle School
Wallingford-Swarthmore
School District

February 13, 1980

Dear Parents,

The Pennsylvania Ballet is presenting a series of two YOUNG PEOPLE'S PERFORMANCES, on March 5th and May 28th, at the Academy of Music in Philadelphia. The first program of the series features varied styles designed to appeal to a youthful audience: Charles Czarny's "Concerto Gross" (a spoof on sports), George Balanchine's "Pas de Dix" and "Allegro Brillante". The second program in the series is "Coppelia" --a comic classic. At each performance a member of the Ballet's staff will introduce the audience to the works performed and discuss how dancers dance, how ballets "happen" and something about each ballet to be presented. Both performances are matinee performances; we will leave the Middle School at approximately 11:30 a.m. following lunch, and will return c. 3:00 p.m. The cost for both performances (orchestra seats) is $5.00, and the bus cost is $3.00. If you wish your child to attend, please return the attached permission slip, signed, along with a check for $8.00 (payable to the Middle School), via your child, no later than Feb. 27th (Wed.).

Wynne Milner, Triad Program

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_________________________ has my permission to take part in the Triad trips to the Academy of Music on March 5th and May 28th, 1980. I enclose a check for $8.00, payable to the Middle School.

_________________________

Nether Providence Middle School
Wallingford-Swarthmore School District
200 S. Providence Road
Wallingford, Pennsylvania 19086

TELEPHONE
(215) LOwell 6-9000

April 14, 1980

Dear Triad Students and Parents:

The Academy of Natural Sciences in Philadelphia has introduced a new program, "Expeditions for Students", an extension of the long-standing and successful "Expeditions for Everyone" adult program. The program expeditions are led by Academy naturalists and designed to combine activities and interpretive observation to give participants an enjoyable learning experience.

On Saturday, June 14th, and Sunday, June 15th, a group of Middle School students who have studied Marine Biology in Triad either first or second semester this year have the opportunity to travel on an Academy expedition to Assateague Island National Seashore. Assateague is a wild barrier island on the Atlantic coast of Maryland which offers excellent circumstances for the study of coastal geology and marine and wildlife ecology. In addition, crabbing, fishing and swimming promise to make this a full weekend.

We have set a maximum of fourteen (14) students for this expedition. We will depart from the Middle School at 8 a.m. on Saturday, June 14th, and return at 8 p.m. on Sunday, June 15th. The cost (covers van transportation and instruction--supplied by the Academy--as well as camping fee, equipment and food) for the expedition is $30.00. Michael Ferguson, Dawn Bedell and I will chaperone, as will Gary Andress, parent of 7th grader Mark Andress.

There will be a meeting of interested students and parents at 1:30 p.m. on Monday, April 21st in the Middle School Library. At that time details will be provided and there will be an opportunity to ask questions. The deadline for registration to participate in the Assateague expedition will be Monday, April 28th. Prior to the weekend of the trip, there will be a final meeting of the registered students and chaperones to review plans and tend to last-minute details.

We hope to see you at the information meeting at 1:30 p.m. on Monday, April 21st in the Middle School Library!

Sincerely,

Wynne Milner

Wynne Milner
Triad Program

# ASSATEAGUE TRIP

## Health and Registration Form

TO BE FILLED OUT BY PARENTS

Child's Name ______________________________ Sex ____________

Address ____________________ City ______________ Phone ______________

Name of Parent/Guardian ________________________

Business Address ____________________________ Phone ______________

Person(not parent)
To Call in Emergency ________________________ Phone ______________

HEALTH INFORMATION FOR CHILD'S PROTECTION AND CARE:

1. Are there any health factors which would limit physical activity?
   a. Recent surgery or illness ______________________ Date ________
   b. Recent broken bones, sprains, etc. ________________ Date ________
   c. Asthma, heart condition, etc. ____________________
   d. Other physical conditions ____________________
   e. Any known allergy to medication ____________________
      Other allergies? ____________
2. Has your child had a tetanus shot? __________ Date of last shot __________
3. Name of child's physician ________________ Phone ________________
4. To help supervise your child, the following information is needed:
   a. Does your child walk in his/her sleep?
   b. Is your child bringing medicine? __________ If so, fill out * section below
   c. May your child have aspirin, if needed ________ (yes,no)
   d. Any other factors which might affect care of your child

______________________________________________

*Directions for Medication (all medication should be clearly labeled with child's name and name of medication)

Nature of condition requiring medication during trip: ____________________

______________________________________.

| Name of Medication | Dosage | Approx. Time of Day |
|---|---|---|
| 1. | | |
| 2. | | |

______________________________
Signature of Parent/Guardian

To Be Filled In By School Nurse:

Known Health Defects: ______________________________

Any Known Restrictions: ______________________________

______________________________ (Nurse's Signature)

## SUGGESTED STUDENT CHECKLIST-ASSATEAGUE TRIP

_____ sleeping bag (or sheets and blankets), pillow if desired

_____ towel, washcloth

_____ soap, all personal toiletries

_____ jacket and foul weather clothing (rain gear)

_____ pajamas, robe, foot covering (slippers or sandals)

_____ 2 extra changes of clothing

_____ small notebook and pencil

_____ insect repellent, suntan lotion

_____ boots, waders or old sneakers

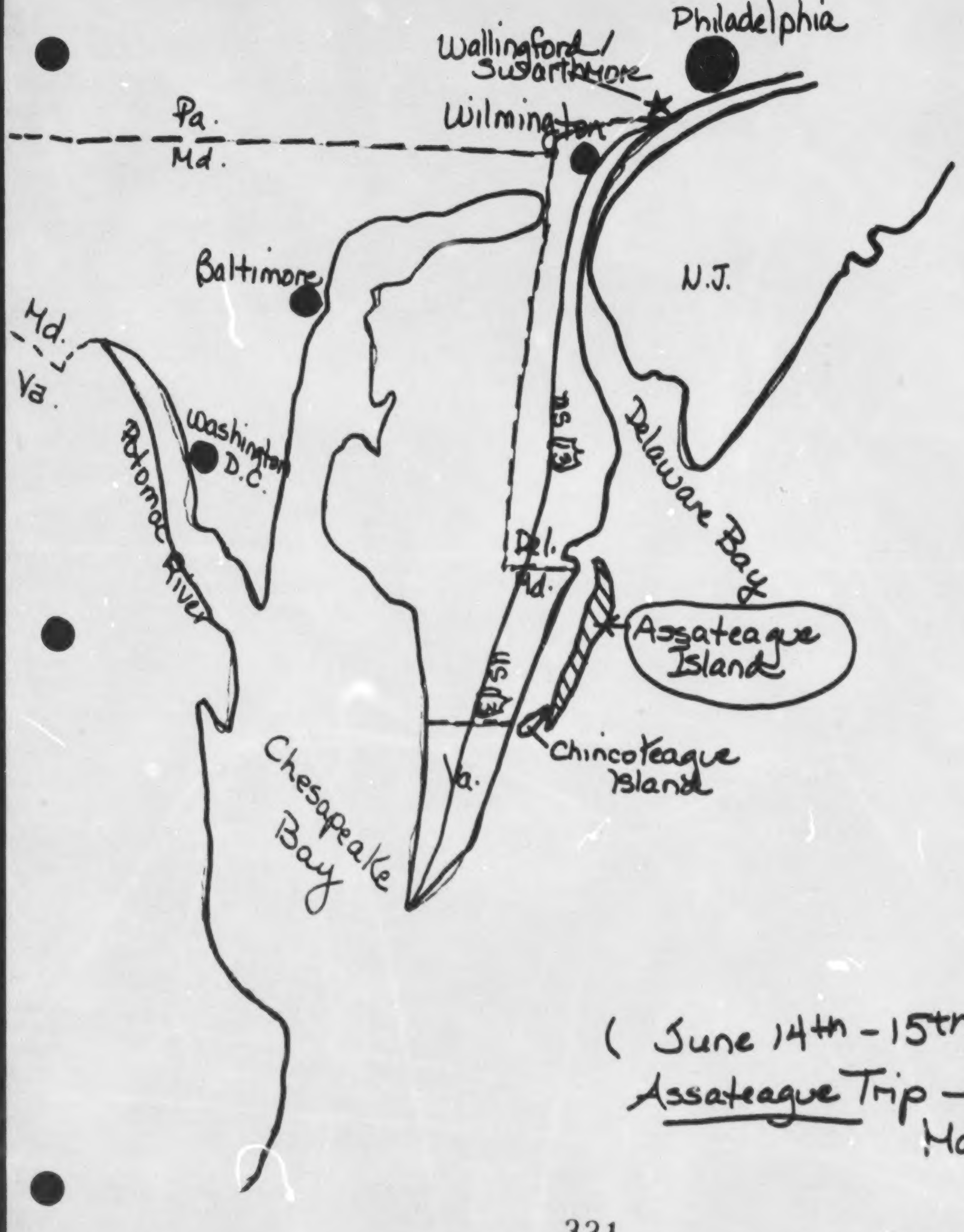
_____ field glasses or camera (with film)

These items should be packed in a lightweight and easy-to-carry suitcase or dufflebag

_____ flashlight and batteries

## COMMON SENSE RULES OF GOOD BEHAVIOR

1. Shouting and/or singing on the bus is not permitted--think of the driver!
2. Give any valuables to chaperones for safe-keeping.
3. Spending money will be placed in a marked envelope and given to chaperones for your use at appropriate times.
4. You will be expected to keep your tents and tent areas tidy at all times.
5. No "horseplay" please; think of the safety of others (and yourself)!
6. Listen for directions/information from your instructors and chaperones; be prepared to follow directions when given.
7. Snack foods such as apples, peanut butter, crackers, fruit drinks, etc. will be collected beforehand and kept("for safe keeping")by chaperones until appropriate times.


Philadelphia
Wallingford / Swarthmore
Pa.
Md.
Wilmington
Baltimore
Md.
Va.
Washington D.C.
Potomac River
N.J.
Delaware Bay
13
Del.
Md.
Assateague Island
13
Chincoteague Island
Va.
Chesapeake Bay

( June 14th - 15th )
Assateague Trip - Map

# Assateague Trip-
# Schedule

Saturday

| | |
|---|---|
| 8:00 am | Arrive at school (this time could be earlier) and load up. |
| 8:30 am | Leave school. |
| 1:30 pm | Arrive Assateague National Seashore - Chincoteague, VA end and register. |
| 2:00 pm | Set up camp, state rules and have sharing circle(why we came) on beach. |
| 3:30 pm | Clamming and crabbing - this went well. |
| 7:00 pm | Supper. |
| 9:00 pm | Beach walk and campfire at campsite. |
| 11:00 pm | Bed. |

Sunday

| | |
|---|---|
| 6:00 am | Marsh and beach walk. |
| 7:00 am | Breakfast |
| 9:00 am | Pony trail - hike and build micro-trial (a partner effort to focus in on basic ecology and to develop observation). |
| 11:00 am | Return to camp, lunch, pack up and free time. |
| 2:00 pm | Leave camp and visit Chincoteague National Wildlife Refuge Area. |
| 8:00 pm | Arrive at school. |

## ASSATEAGUE TRIP WORKSHEET

The Report: Because we will be publishing a report of your notes and drawings after we return from the trip, it is important that you take the time to jot things down during the day and in the evening. You will submit your notebook to Mrs. Milner on the last day of school (Monday, June 16th). A copy of the report will be sent to you and your parents during the summer.

Words and Ideas: In order to gain the most you can from a special experience such as this, it is best to do some preparation ahead. It will help for you to recognize some of the important words and terms when you hear them during instruction at Assateague. How many of the words listed below can you learn before the trip?

1. salinity
2. density
3. oxidation
4. succession
5. predators
6. food chain, food web
7. erosion
8. intertidal zone
9. dune
10. dune grass
11. rysome

Questions To Think About:

1. What are some common problems causing pollution of our oceans? What are the probable effects on our future?
2. What are problems caused by off-shore drilling for oil? What benefits can these towers have for sea life?
3. In what ways are we turning to the oceans for our future needs?
4. How can you explain that a salt marsh produces more food than any other area, including the farm regions?
5. Why are the sand dunes considered the most important factor to the life of an island on the ocean edge?

Triad Program **ASSATEAGUE TRIP REPORT** June, 1980

Called by the Indians "Running Stream In Between", Assateague Island's thirty-seven mile length (it is only three miles across at its widest point) lies close against the eastern shores of Maryland andVirginia. A high-dune ridge rises forty-seven feet above sea level. At one end of the island, the 142 foot tower of the Assateague Light House (built in 1833) flashes its warning--"shoal waters all around."

The government protects Assateague, part of a string of coastal wetland areas preserved for wildlife. The Tom's Cove area provides recreational facilities for visitors--a guarded beach, interpretive programs and activities. Our camp grounds were near the Tom's Cove Visitor Center.

Some of the wildlife spotted during our trip were wild ponies, Sika deer, river otter, many species of wildfowl as well as amphibians and reptiles (there are no poisonour snakes,however). The ponies graze the marshes and inhabit the woods of Loblolly pine. There are several versions of how the ponies first came to Assateague. The most popular is that they swam onto the island from a stranded Spanish galleon. Another has it that pirates put them ashore! Recent research suggests that they are descendents of colonial horses driven to the barrier islands by settlers when laws requiring fencing of livestock,and taxes on them,were enacted. We learned that petting and feeding of the ponies is dangerous and prohibited--they are wild! The ponies are owned by the Chincoteague Volunteer Fire Department; each July "pony penning" takes place, with the ponies swimming the channel to Chincoteague and being sold (average bid is $225)...new owners must assure a good home. The Sika deer, tiny orientals introduced here in 1923, are shy but plentiful in numbers. A Rare and Endangered species, the Delmarva Peninsula Fox Squirrel, was introduced to Assateague in 1968 and with careful management has established a strong community. Egrets, herons, gulls and terns were the most visible wildfowl--Assateague is a migratory heaven for many birds. Late July and August is the best time to see large numbers and varities. The abundant toads we encountered were representatives of three types: Fowler's Toad, Green Treefrog and Southern Leopard Frog.

Many of the students gathered seashells while on Assateague; if you did, then you probably have a few each of the following: Atlantic Bay Scallop, Keyhole Limpet, Coquina Clam, Virginia Oyster, Marsh Periwindle, Eastern Nassa, Surf Clam, Mussel. A few marine mammals (which we did not see) have been washed ashore on the island and identified; they are: Spotted Dolphin, Common Dolphin, Bottlenose Dolphin, Atlantic Blackfish, Finback Whale, Humpback Whale.

While on Beach Walks, students learned that the plants must endure extremely harsh living conditions, directly exposed to the sun and spray and sand. The plants act as stabilizers for the shifting sands. The sturdiest of the dune plants is the "Seaside Rocket"...its seeds are programmed to germinate in water and sand.

Crabbing (which we did, somewhat successfully) and clamming and surf fishing (which we did not do, tho several of us wish we had) are popular pastimes on the island. The Blue Crab is colorful, 5" to 7" long--a good source of food. We learned that crabs like chicken parts and that females bearing eggs may not be taken. A crab's life is three years or so, males living a little longer than females.

We are glad to have had the opportunity to visit Assateague Island--some of us may return later in the summer, to see and learn still more.

# APPENDIX V

# POST PROGRAM STUDENT, TEACHER
# AND
# PARENT EVALUATIONS

# Wallingford-Swarthmore School District

## Triad Program

## POST PROGRAM TEACHER QUESTIONNAIRE

DIRECTIONS: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms.

This questionnaire is being sent to all teachers whose students participate in Triad. You can help to make this a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of teachers who are being asked to complete this questionnaire, each person's opinions will weigh heavily in analyzing the results. We would therefore urge you to complete and return the questionnaire within five days. We appreciate your cooperation and assistance in helping us to evaluate Triad.

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | | PERCENTAGES | |
| 1. Have you been sufficiently informed about why children in your class were selected for Triad? | 78 | 16 | 6 |
| 2. Have you been sufficiently informed about the goals, objectives, and overall nature of Triad? | 62 | 26 | 12 |
| 3. Have you been sufficiently informed about the activities and learning experiences that take place in Triad? | 85 | 12 | 3 |
| 4. Do you feel that there has been sufficient coordination between the activities that your students pursue in Triad and the activities that take place in your classroom? | 24 | 70 | 6 |
| 5. Should classroom and Triad activities be coordinated? If yes, please suggest a method of doing this. | 92 | 6 | 2 |
| 6. Have you discussed with the project teacher the progress that your students are making in Triad? | 24 | 76 | 0 |
| 7. Do you feel that there is sufficient interaction and cooperation between you and the Triad teacher? If NO, please explain. | 88 | 10 | 2 |

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | PERCENTAGES | | |
| 8. Have your students encountered any problems with classmates as a result of participating in Triad? If YES, please describe. | 13 | 68 | 19 |
| 9. Do you feel that students in Triad are treated any differently by classmates because they are participating in this program? If YES, please describe. | 18 | 62 | 15 |
| 10. Have your students encountered any problems relating to their regular school program as a result of participating in Triad? If YES, please describe. | 6 | 81 | 13 |

11. Have you seen any negative effect on students not in Triad? If YES, please explain.

yes 15

no 85

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| 12. Has Triad presented any problems in scheduling for your students? | 0 | 88 | 12 |
| 13. Have your students neglected any of their regular classroom work as a result of participation in Triad? | 12 | 82 | 6 |
| 14. Has your job been complicated in any way as a result of having students in Triad? If YES, please explain. | 2 | 98 | 0 |

| | | |
|---|---|---|
| 15. Which of the following words best expresses your students' general attitude about being in Triad? (check one) | Enthusiastic | 44 |
| | Positive | 32 |
| | Indifferent | 18 |
| | Negative | 6 |
| 16. Which of the following statements best expresses your students' attitude toward the work that they do in Triad? (Check one) | Very challenging | 42 |
| | Somewhat challenging | 36 |
| | Slightly challenging | 20 |
| | Not At All challenging | 2 |
| 17. Have your students expressed pleasure or enjoyment about the work that they are doing in Triad? | Often | 36 |
| | Sometimes | 56 |
| | Seldom | 8 |

18. Please describe any changes (positive or negative) that you have observed in your students' behavior or attitude since they have been participating in Triad.

Elite attitude
More interested in learning
Academic performance improved
Not working to potential
Self assurance

19. Do you have any specific suggestions for changes in the operation of Triad or comments on the ways that it affects you or your students?

Communication on individual student
More communication
More teachers involved
Memo about activities involved
Work with students to improve academic performance
More selectivity

20. If you have checked that there was a problem in any of the above questions, would you please list the ways that you attempted to resolve it.

More teachers involved
Motivating projects
Varying teaching techniques
Individual conferences

Wallingford-Swarthmore School District

Triad Program

POST PROGRAM PARENT QUESTIONNAIRE

(This questionnaire is being sent to parents of all students now in the Triad Program during the present school year.)

DIRECTIONS: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms.

You can help to make Triad a better program by giving careful thought to each of the questions that follow. We would appreciate your completing and returning this questionnaire within five days. Thank you for your cooperation and assistance in helping us to evaluate Triad.

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | | PERCENTAGES | |
| 1. Have you been sufficiently informed about why your child was selected for Triad? | 94 | 4 | 2 |
| 2. Have you been sufficiently informed about the goals, objectives, and overall nature of Triad? | 88 | 2 | 10 |
| 3. Have you been sufficiently informed about the activities and learning experience that your child takes part in while attending Triad? | 94 | 4 | 2 |
| 4. Have you been sufficiently informed about your child's progress in Triad? | 84 | 8 | 8 |
| 5. Have you been invited to discuss your child's progress with the program teacher? | 96 | 4 | 0 |
| 6. Do you feel that you and the program teacher have exchanged enough information so that the teacher knows your child as much as possible? | 86 | 2 | 12 |
| 7. Has your child encountered any problems with neighborhood friends or children in the regular classroom as a result of participating in Triad? If YES, please describe. | 84 | 0 | 16 |
| 8. Has your child encountered any problems relating to his or her regular school program as a result of participating in Triad? If YES, please describe. | 96 | 0 | 4 |

| | YES | NO | Uncertain or Cannot Judge |
|---|---|---|---|
| | | PERCENTAGES | |
| 9. Do you feel that there is sufficient interaction and coordination between your child's regular classroom teacher and his or her program teacher? Please explain. | 48 | 6 | 46 |
| 10. Do you feel that your child is treated any differently by the regular classroom teacher because he or she participates in Triad? Please explain. | 14 | 62 | 24 |

higher expectations

11. Which of the following words best expresses your child's general attitude about being in Triad? (Check one)

| | |
|---|---|
| Enthusiastic | 57 |
| Positive | 32 |
| Indifferent | 9 |
| Negative | 2 |

12. Which of the following statements best expresses your child's attitude toward the work that he or she does in Triad? (Check one)

| | |
|---|---|
| Very Challenging | 62 |
| Somewhat Challenging | 31 |
| Slightly Challenging | 5 |
| Not At All Challenging | 2 |

13. Has your child expressed pleasure or enthusiasm about the work that he or she does in Triad? (Check one)

| | |
|---|---|
| Often | 68 |
| Sometimes | 16 |
| Seldom | 12 |
| Never | 4 |

14. Please describe any changes (positive or negative) that you have observed in your child's behavior or attitude since he or she has been participating in Triad:

| Positive: | Negative: |
|---|---|
| Increased self-confidence<br>Logical thinking<br>Eager to attack unknown<br>More varied interests<br>Better self-image<br>Awareness of possibilities | Feels superior |

15. Do you have any specific suggestions for changes in the operation of Triad specifically in ways that it affects children or their parents?

Required reading
Summer classes
Parent-sharing
More Selectivity

Wallingford-Swarthmore School District
TRIAD
Student Questionnaire
Post-Program Results

Grade ______________ Date __________

Directions: The following statements reflect some of the goals of TRIAD. Please rate yourself according to how much this program has influenced you or helped you develop in each area listed below. DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE.

---

| | A Great Deal | Much | A Little Bit | Not At All |
|---|---|---|---|---|
| | | PERCENTAGES | | |
| 1. Ability to think things through for myself | 26 | 61 | 73 | 0 |
| 2. Ability to organize my thoughts | 24 | 64 | 12 | 0 |
| 3. Ability to express my ideas, thoughts and feelings | 27 | 57 | 14 | 2 |
| 4. Ability to work with other students | 10 | 27 | 50 | 13 |
| 5. Interest in school | 32 | 28 | 36 | 4 |
| 6. Enjoyment of learning | 34 | 28 | 38 | 0 |
| 7. Curiosity about learning new things | 14 | 23 | 61 | 2 |
| 8. Opportunity to make things | 12 | 25 | 60 | 3 |
| 9. Opportunity to experiment | 20 | 22 | 54 | 2 |
| . Opportunity to try out new ideas | 24 | 63 | 8 | 5 |
| 11. Opportunity to practice new ways of thinking | 20 | 36 | 38 | 6 |
| 12. Ability to evaluate my own progress | 25 | 60 | 10 | 5 |
| 13. Ability to make choices in decisions | 62 | 22 | 8 | 8 |

A. If you could change any three things about Triad what would you change:

1. More choices Longer meetings
2. More trips More speakers
3. More projects More experiments

B. What three things did you like best about the work you did in Triad?

1. Class discussion Projects Experiments
2. Class games Trips Movies
3. Role-play Reading

C. How does the work you did in Triad compare with the work you have done in your regular classroom?

More depth More interesting
More challenging Smaller classes

D. Do you see an advantage to being in a group with students of varying ages?

Majority responded "yes" - Reasons: meet new people
compare ideas

# APPENDIX W

## GIFTED STUDENT INDIVIDUAL EDUCATIONAL PROGRAM

# INDIVIDUALIZED EDUCATION PROGRAM PLAN FOR STUDENTS IN DELAWARE COUNTY

Student's Name: JONATHAN OWEN

Birth Date: 2/5/69

Grade/Program: 4

Teacher: Mrs. DeJohn

School: Wallingford Elementary

☐ Initial IEP ☒ Revised IEP

IEP in effect from 6/79 to 6/80

Annual Review scheduled by 6/80

School Dist. of Residence: Wallingford-Swarthmore

Parents/Guardian: Mary Porter/Alexander

Address: 305 Colonial Drive
Wallingford, PA 19086

Parents' Telephone: 565-0820

Reason for Assignment: Jonathan will participate in the TRIAD Enrichment Program because of his identified potential in the superior range of intelligence.

| PRIMARY ASSIGNMENT (S) | Date Started | Expected Duration of Services | Teacher Name (s) | District | Del.Co.I.U.* | APS** | Other |
|---|---|---|---|---|---|---|---|
| Grade 4 | 9/78 | 6/79 | Mrs. DeJohn | X | | | |
| TRIAD Enrichment Program | 10/77 | on-going | Susan Warnock | X | | | |
| | | | | | | | |
| **RELATED SERVICES** | | | | | | | |
| Physical Education | 9/78 | on-going | R. Hill | X | | | |
| Bus Transportation | 9/78 | on-going | | X | | | |
| | | | | | | | |
| | | | | | | | |

Extent to which child will participate in Regular Education: Jonathon will participate in the regular classroom educational program except for several hours per week which will be spent in the TRIAD Enrichment Program.

Special Media or Materials:

IEP Planning Meeting Date: May 22, 1979

IEP Planning Meeting Participants:

| | Name |
|---|---|
| | Robert H Rice |
| Local Education Agency Representative: | George L. King |
| Parents, Guardian or Surrogate Parent: | Mary Porter Owen |
| Student: | Jonathon Owens |
| Teacher: | Susan Warnock |
| Other: TRIAD Teacher | Wynne A. Milner |

Person responsible for the maintenance and implementation of the IEP Program:

| Name | Title | Phone |
|---|---|---|
| ROBERT H. RICE | PRINCIPAL | 566-9000, Ext. 61 |

* Delaware County Intermediate Unit
** Approved Private School

3/78

Copies: White–district office; Canary–parent; Pink–teacher

STUDENT NAME JONATHAN OWEN

*Instructional Area:*

*Annual Goal:*

| **SHORT–TERM OBJECTIVES:** (Include Criteria for Successful Performance) | Optional – For Teacher Use Only | |
|---|---|---|
| | Date Initiated | Date Mastered |
| Insofar as Jonathan will be directly entering the 6th grade, and not under my supervision, my goals for him are generalized.<br>Jonathan will further improve his organizational study skills in the following areas:<br>(a) He will adapt his work load to the requirements of his schedule, which will involve the assignments of several teachers.<br>(b) He will plan in advance for long-term assignments, such as for the science fair project in the spring semester.<br>(c) He will not overextend himself and will select judiciously among the various extra-curricular activities available to the middle school student. | | |

*Instructional Area:*

*Annual Goal:*

| **SHORT–TERM OBJECTIVES:** (Include Criteria for Successful Performance) | Optional – For Teacher Use Only | |
|---|---|---|
| | Date Initiated | Date Mastered |
| Insofar as Jonathan's strongest interest appears to be in the area of mathematics, I suggest the following generalized goals to develop his creative interest in this subject:<br>(a) Jonathan will continue to be exposed to algebra concepts.<br>(b) He will continue to experiment in volving math problems through several unique approaches.<br>(c) He will continue to develop his own math problems and possibly publish them in a student booklet.<br>(d) He will continue to develop his interest in computers. | | |

NOTE: The following goals and objectives were developed in the fall of the 1979-80 school year

*Instructional Area:* Affective/Problem Solving

*Annual Goal:* social skill/critical thinking skill development

| **SHORT–TERM OBJECTIVES:** (Include Criteria for Successful Performance) | Optional – For Teacher Use Only | |
|---|---|---|
| | Date Initiated | Date Mastered |
| (Affective)<br>Jonathan will continue to develop tolerance for and sensitivity to others through work in small group peer situations<br>(criteria: teacher observation and evaluation) | | |
| (Problem Solving)<br>Jonathan will continue to develop evaluative thinking skills through establishment of appropriate criteria for quality and accuracy in his work<br>(criteria: teacher observation and evaluation) | | |

3/78

STUDENT NAME JONATHAN OWEN

## PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include but are not limited to academic achievement, vocational skills, self-help skills, social adaptation, emotional maturity, motor skills, vision consultation (orientation and mobility), speech, language, or hearing therapy. When appropriate, indicate the name of the test/instrument used, and the date of testing.

---

CTBS SCORES

Date: 4-79 Grade: 4.7

| | | | |
|---|---|---|---|
| Reading: | Vocabulary | 9.1 | 10.9 |
| | Comprehension | 10.6 | 11.8 |
| | Total | 9.8 | 11.6 |
| Language: | Mechanics | 11.6 | 11.6 |
| | Expression | 11.2 | 11.1 |
| | Spelling | 9.7 | 11.9 |
| | Total | 10.6 | 11.9 |
| Math: | Computation | 8.2 | 11.9 |
| | Concepts | 9.6 | 11.9 |
| | Applications | 10.5 | 11.9 |
| | Total | 9.2 | 11.9 |

(Anticipated Grade Equivalent --- Actual Grade Equivalent)

After several meetings, it was decided that Jonathan's individualized educational program would be most successfully implemented at a middle school level, which would present a more challenging intellectual atmosphere.

On the recommendations of Santa Cucinotta, Intermediate Unit, the Differential Aptitude Test was administered to Jonathan during the second semester of 1979. The lowest norms available were for spring semester, grade 8. Jonathan scored exceptionally high on the three tests selected, although he was only a fourth grader at the time.

After consideration of all factors, including Jonathan's mental, social, emotional and physical maturity levels, entry directly into 6th grade was elected.

At a meeting with the middle school principal, math coordinator, and Triad teacher, primary school Triad teacher, 4th grade teacher, and Jonathan's parents, the directions that Jonathan's program will take were discussed, with particular emphasis on the area of math.

# APPENDIX X

## SUMMER WORKSHOP PROGRAM _ SWARTHMORE JUNIOR HIGH SCHOOL, 1980

# WALLINGFORD-SWARTHMORE SCHOOL DISTRICT

## TRIAD CURRICULUM WORKSHOP

Swarthmore High School

July 10-11, 1980

Agenda: Curriculum development for Triad students (grades 6-8, Swarthmore High School, for school year 1980-81.

Goal: To develop a Triad program model for the 1980-81 school year based on the interests and needs of the gifted students participating in the program.

Objectives:

1. To review the characteristics, needs, and interests of gifted middle school students.
2. To discuss teaching strategies and differentiated activities indicated by these characteristics, interests, and needs.
3. To examine and become familiar with a variety of resource materials consistent with the learning styles of gifted students.
4. To discuss grouping, scheduling, articulation considerations in planning the Triad program within the regular academic program.
5. To explore the possibilities of interrelating the subject areas within the Triad program.
6. To write curriculum units which will be piloted during the school year 1980-81.
7. To plan formative and summative evaluations of the Triad program to be introduced at Swarthmore High School during the 1980-81 school year.

# WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
# TRIAD CURRICULUM WORKSHOP

## AGENDAS - JULY 10-11, 1980

Thursday, July 10:

8:30-9:00 Coffee, introductions, individual goals for workshop, review agenda for day

9:00-9:30 "The Little Prince"

9:30-10:00 Discuss film from various perspectives:

1. Image-sound skim technique
2. Implications for teaching strategies, styles
3. Characteristics of gifted students
4. Concepts, themes
5. Film as teaching vehicle - uses, contexts
6. Center for Humanities materials - visual literacy

10:00-10:30 Review material in Handbook, number pages

10:30-10:45 BREAK

10:45-11:15 "How Ready Am I to Teach My Gifted?" - work through individually and share insights with group

11:15-12:00 Go over resource materials, discuss

12:00-1:00 LUNCH

1:00-2:00 Considerations influencing content/process of Triad curriculum

1. Gifted students' general characteristics
2. Their interests and needs
3. Their strengths and weaknesses
4. Their previous educational experience - scope and sequence
5. What has worked? Are there areas which should be broadened, deepened?
6. Interdisciplinary possibilities

| | |
|---|---|
| 2:00-2:15 | BREAK |
| 2:15-3:00 | Review of subject areas already covered in lower grades<br>Discussion of possible offerings based on interests, relevance to age group, ability level |
| 3:00-3:15 | Closure<br>Assignment given for Friday - brainstorm concepts, themes to build curriculum around. Review differentiated curriculum |

Friday, July 11:

| | |
|---|---|
| 8:30-9:00 | Coffee and warmup - read pp. 76-79; then read p. 75 and react to one or more questions, jotting down notes and ideas occur to you. Share with group |
| 9:00-9:45 | Share evening assignment with group (pp. 31 and 33). Note possibilities for cross-disciplinary approaches<br>Review new materials: bibliography, Taylor's social studies curriculum model, Kodak materials, Renzulli evaluation handbook (containing assessment, evaluation instruments), IEP materials |
| 9:45-10:15 | Go over pp. 11-12 ("Classroom Emphases for the Gifted,")Bloom's Taxonomy, with emphasis on verbs (p. 14); Williams' Model (p. 16) with emphasis on Dimension 2; and "Taxonomy of Educational Objectives - Cognitive and Affective," (pp. 17-26) |
| 10:15-10:30 | BREAK |
| 10:30-12:00 | Using"Pilot Project Design and Analysis Guide" and p. 31, "A Flexible Procedure for Planning," develop course outlines. See pp. 35-40 for format - "North Hills School District Gifted and Talented Program Pilot Project Model" |
| 12:00-1:00 | LUNCH |
| 1:00-2:15 | Using resource materials, continue working on course outlines |
| 2:15-2:45 | Interface - whole group (for reactions, contribution of additional ideas) |
| 2:45-3:00 | Closure - evaluation, planning next session (?) |

## GROUP DISCUSSION - 7/10:

Interest Areas Suggested

- child care
- animal behavior
- future studies
- legal system
- films
- photography
- drama/theatre
- election issues, process
- careers
- life skills
- simulation games
- stock market

Needs of Triad Students

- respect for non-academic gifts
- responsibility - society/self
- listening skills
- organization skills
- group process
- risk taking
- self concept
- values, moral education
- tolerance/understanding - others/self
- adult confidants
- initiative - challenging system positively
- creativity
- individualism
- coping skills

## SWARTHMORE JUNIOR HIGH SCHOOL

## GIFTED and TALENTED PROGRAM

### Enrichment Activities
### 1980-81

What's Happening All around us news is being made. Who are the newsmakers? Hos is news reported? In this course you can answer these questions and take part in a mock election, engage in campaign strategy, take political polls, and write your own newspaper.

How Does It Fly? The sky is filled with a multitude of flying objects and man made machines ranging from balloons to paper airplanes. Learn about the principles or aerodynamics while involved in building and competing with your own instruments of flight.

Development of Strategic Thinking Ever want to be able to solve problems, reason better, and win at games like Chess and Mastermind? Here's a chance to improve your inductive and deductive logic and have fun doing it.

Conflict Resolution Man has been at war with his neighbor, other countries and ideas alien to his own philosophy for all of recorded time. Explore methods of conflict resolution which have been tried from fasting to striking. Learn to resolve your own problems without using physical force.

Physics, Toys and Simple Machines Why does a yo-yo come back up? How does a top spin? What makes a boomerang return or a harmonica produce music? Find out the basic principles of physics which make things work while "playing with" and creating toys.

Early Human Development Bring out your old baby books. Here is a chance to compare your early development with other children and find out why and when children learn to walk, talk, and understand concepts like here and there. During the second half of the course you will examine adolescent psychology.

Of Time and Value Oriental societies feel that the older people get the more they should be respected and revered; however, our culture is accused of boing youth orientated. Can our worth be evaluated by our age? Is aging something to be feared or just part of the normal growth process? As people live longer with better health care and new discoveries in medicine, it is time we focused on these questions.

Criminal Justice and the Juvenile Explore your rights and the protection of minors under our legal system. Find out what happens when a juvenile is tried and imprisoned. Take part in a mock trial. Discover the pros and cons of juvenile justice as it exists today and possibilities for tomorrow.

The World of Scientific Discovery Here is a chance to discover for yourself why the mysteries of science occur and how to go about making scientific observations and how to set up experiments. You will use and build instruments for scientific observation.

# APPENDIX Y

## PRE AND POST PROGRAM PILOT GROUP
## STANDARDIZED TEST SCORES
## COMPARISON CHART

## NETHER PROVIDENCE MIDDLE SCHOOL EIGHTH GRADE GIFTED STUDENTS

1978-79 NATIONAL PERCENTILE SCORES - PRE-PROGRAM
1979-80 NATIONAL PERCENTILE SCORES - POST-PROGRAM

### COMPARISON CHART

| STUDENT | | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATIONS | |
|---|---|---|---|---|---|---|---|
| B - 46 | Pre | 99 | 95 | 99 | 99 | - 0 | + 4 |
| | Post | 99 | 98 | 99 | 94 | - 0 | + 4 |
| B - 47 | Pre | 96 | 99 | 96 | 99 | - 0 | + 4 |
| | Post | 98 | 99 | 96 | 99 | - 0 | + 4 |
| B - 48 | Pre | 76 | 84 | 72 | 80 | - 4 | + 0 |
| | Post | 84 | 82 | 89 | 84 | - 4 | + 0 |
| B - 49 | Pre | 88 | 89 | 89 | 89 | - 4 | + 0 |
| | Post | 95 | 99 | 99 | 99 | - 0 | + 4 |
| B - 50 | Pre | 99 | 99 | 99 | 99 | - 0 | + 4 |
| | Post | 95 | 99 | 99 | 99 | - 0 | + 4 |
| B - 51 | Pre | 84 | 82 | 87 | 87 | - 4 | + 0 |
| | Post | 95 | 83 | 94 | 95 | - 1 | + 3 |
| B - 52 | Pre | 89 | 72 | 76 | 83 | - 4 | + 0 |
| | Post | 91 | 89 | 84 | 90 | - 2 | + 2 |
| B - 53 | Pre | 99 | 98 | 97 | 99 | - 0 | + 4 |
| | Post | 99 | 93 | 93 | 98 | - 0 | + 4 |
| B - 54 | Pre | 96 | 99 | 99 | 99 | - 0 | + 4 |
| | Post | 99 | 99 | 99 | 99 | - 0 | + 4 |

BELOW = -
ABOVE = +

BELOW = -
ABOVE = +

| STUDENT | | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATIONS | |
|---|---|---|---|---|---|---|---|
| B - 55 | Pre | 74 | 56 | 72 | 71 | - 4 | + 0 |
| | | Dropped Program | | | | | |
| B - 56 | Pre | 93 | 72 | 80 | 86 | - 3 | + 1 |
| | Post | 99 | 94 | 96 | 98 | - 0 | + 4 |
| B - 57 | Pre | 35 | 49 | 60 | 45 | - 4 | + 0 |
| | | Dropped Program | | | | | |
| B - 58 | Pre | 98 | 99 | 81 | 96 | - 1 | + 3 |
| | Post | 95 | 99 | 80 | 92 | - 1 | + 3 |
| B - 59 | Pre | 99 | 99 | 97 | 99 | - 0 | + 4 |
| | Post | 91 | 97 | 97 | 97 | - 0 | + 4 |
| B - 60 | Pre | 98 | 94 | 97 | 98 | - 0 | + 4 |
| | | Moved From District | | | | | |
| B - 61 | Pre | 94 | 97 | 90 | 90 | - 0 | + 4 |
| | Post | 86 | 98 | 99 | 97 | - 1 | + 3 |
| B - 62 | Pre | 86 | 86 | 81 | 84 | - 4 | + 0 |
| | Post | 91 | 97 | 95 | 96 | - 0 | + 4 |
| B - 63 | Pre | 97 | 97 | 97 | 98 | - 0 | + 4 |
| | Post | 86 | 96 | 94 | 95 | - 1 | + 3 |
| B - 64 | Pre | 98 | 99 | 99 | 99 | - 0 | + 4 |
| | Post | 98 | 99 | 99 | 99 | - 0 | + 4 |
| B - 65 | Pre | 99 | 99 | 96 | 99 | - 0 | + 4 |
| | Post | 99 | 99 | 94 | 99 | - 0 | + 4 |

| STUDENT | | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATIONS | |
|---|---|---|---|---|---|---|---|
| B - 66 | Pre | 83 | 84 | 73 | 82 | - 4 | + 0 |
| | Post | 87 | 85 | 81 | 86 | - 4 | + 0 |
| B - 67 | Pre | 99 | 99 | 98 | 99 | - 0 | + 4 |
| | Post | 99 | 99 | 99 | 99 | - 0 | + 4 |
| B - 68 | Pre | 99 | 99 | 98 | 99 | - 0 | + 4 |
| | Post | 98 | 99 | 99 | 99 | - 0 | + 4 |
| B - 69 | Pre | 99 | 98 | 99 | 99 | - 0 | + 4 |
| | | Moved From District | | | | | |
| B - 70 | Pre | 89 | 89 | 87 | 89 | - 4 | + 0 |
| | Post | 99 | 97 | 96 | 99 | - 0 | + 4 |
| B - 71 | Pre | 89 | 92 | 80 | 88 | - 4 | + 0 |
| | Post | 92 | 92 | 84 | 88 | - 2 | + 2 |
| B - 72 | Pre | 93 | 97 | 88 | 95 | - 1 | + 3 |
| | Post | 93 | 98 | 87 | 95 | - 1 | + 3 |
| B - 73 | Pre | 87 | 80 | 87 | 87 | - 4 | + 0 |
| | Post | 94 | 79 | 98 | 97 | - 1 | + 3 |
| B - 74 | Pre | 97 | 99 | 64 | 87 | - 2 | + 2 |
| | Post | 94 | 99 | 76 | 91 | - 1 | + 3 |
| B - 75 | Pre | 89 | 72 | 94 | 89 | - 3 | + 1 |
| | Post | Moved From District | | | | | |
| B - 76 | Pre | 99 | 95 | 86 | 96 | - 1 | + 3 |
| | Post | 98 | 93 | 93 | 97 | - 0 | + 4 |

BELOW = -
ABOVE = +

| STUDENT | | TOTAL READING | TOTAL LANGUAGE | TOTAL MATHEMATICS | TOTAL BATTERY | NUMBER OF SCORES BELOW AND ABOVE EXPECTATIONS | |
|---|---|---|---|---|---|---|---|
| B - 77 | Pre | 72 | 82 | 70 | 77 | - 4 | + 0 |
| | Post | 74 | 92 | 82 | 84 | - 3 | + 1 |
| B - 78 | Pre | 96 | 99 | 98 | 99 | - 0 | + 4 |
| | Post | 90 | 93 | 99 | 98 | - 0 | + 4 |

BELOW = -
ABOVE = +

# APPENDIX Z

## PRE AND POST PROGRAM PILOT GROUP
## REPORT CARD GRADES
## COMPARISON CHART

## NETHER PROVIDENCE MIDDLE SCHOOL EIGHTH GRADE GIFTED STUDENTS

### 1978-79 OBTAINED REPORT CARD GRADES
### 1979-80 OBTAINED REPORT CARD GRADES

### COMPARISON CHART

BELOW = -
ABOVE = +

| STUDENT | | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF GRADES BELOW AND ABOVE EXPECTATION | |
|---|---|---|---|---|---|---|---|
| B - 46 | Pre | A | B | A | B | - 0 | + 4 |
| | Post | A | A | A | A | - 0 | + 4 |
| B - 47 | Pre | C | C | C | C | - 4 | + 0 |
| | Post | B | B | C | B | - 1 | + 3 |
| B - 48 | Pre | D | C | C | C | - 4 | + 0 |
| | Post | C | C | C | C | - 4 | + 0 |
| B - 49 | Pre | A | A | A | A | - 0 | + 4 |
| | Post | A | A | A | A | - 0 | + 4 |
| B - 50 | Pre | A | A | A | A | - 0 | + 4 |
| | Post | A | A | A | A | - 0 | + 4 |
| B - 51 | Pre | B | C | C | C | - 3 | + 1 |
| | Post | A | A | B | A | - 0 | + 4 |
| B - 52 | Pre | C | C | C | C | - 4 | + 0 |
| | Post | C | C | C | C | - 4 | + 0 |
| B - 53 | Pre | A | B | A | C | - 1 | + 3 |
| | Post | A | B | A | B | - 0 | + 4 |
| B - 54 | Pre | A | B | A | A | - 0 | + 4 |
| | Post | A | A | A | A | - 0 | + 4 |

| STUDENT | | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF GRADES BELOW AND ABOVE EXPECTATIONS | | BELOW = - ABOVE = + |
|---|---|---|---|---|---|---|---|---|
| B - 55 | Pre | C | C | B | C | - 3 | + 1 | |
| | | Dropped Program | | | | | | |
| B - 56 | Pre | C | B | C | C | - 3 | + 1 | |
| | Post | B | D | A | C | - 2 | + 2 | |
| B - 57 | Pre | C | D | D | D | - 4 | + 0 | |
| | | Dropped Program | | | | | | |
| B - 58 | Pre | C | C | C | C | - 4 | + 0 | |
| | Post | B | B | B | B | - 0 | + 4 | |
| B - 59 | Pre | B | C | B | B | - 1 | + 3 | |
| | Post | A | C | A | A | - 1 | + 3 | |
| B - 60 | Pre | C | B | B | C | - 2 | + 2 | |
| | | Moved From District | | | | | | |
| B - 61 | Pre | B | C | A | A | - 1 | + 3 | |
| | Post | B | B | B | B | - 0 | + 4 | |
| B - 62 | Pre | C | C | C | C | - 4 | + 0 | |
| | Post | A | A | B | B | - 0 | + 4 | |
| B - 63 | Pre | B | B | B | B | - 0 | + 4 | |
| | Post | A | B | B | B | - 0 | + 4 | |
| B - 64 | Pre | A | A | A | A | - 0 | + 4 | |
| | Post | A | A | A | B | - 0 | + 4 | |
| B - 65 | Pre | C | B | A | B | - 1 | + 3 | |
| | Post | A | A | A | B | - 0 | + 4 | |

BELOW = -
ABOVE = +

| STUDENT | | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF GRADES BELOW AND ABOVE EXPECTATIONS | |
|---|---|---|---|---|---|---|---|
| B - 66 | Pre | A | C | C | C | - 3 | + 1 |
| | Post | A | A | A | A | - 0 | + 4 |
| B - 67 | Pre | C | D | C | C | - 4 | + 0 |
| | Post | C | C | B | C | - 3 | + 1 |
| B - 68 | Pre | B | B | A | A | - 0 | + 4 |
| | Post | | | | | | |
| B - 69 | Pre | B | B | A | B | - 0 | + 4 |
| | | Moved From District | | | | | |
| B - 70 | Pre | B | B | A | A | - 0 | + 4 |
| | Post | A | B | A | A | - 0 | + 4 |
| B - 71 | Pre | C | C | C | C | - 4 | + 0 |
| | Post | C | B | C | B | - 2 | + 2 |
| B - 72 | Pre | C | C | C | C | - 4 | + 0 |
| | Post | B | B | B | B | - 0 | + 4 |
| B - 73 | Pre | B | B | B | B | - 0 | + 4 |
| | Post | B | C | A | B | - 1 | + 3 |
| B - 74 | Pre | C | C | C | C | - 4 | + 0 |
| | Post | A | C | A | B | - 1 | + 3 |
| B - 75 | Pre | B | C | B | B | - 1 | + 3 |
| | | Moved From District | | | | | |
| B - 76 | Pre | B | C | A | B | - 1 | + 3 |
| | Post | A | D | B | B | - 1 | + 3 |

| STUDENT | | SOCIAL STUDIES | MATHEMATICS | SCIENCE | LANGUAGE ARTS | NUMBER OF GRADES BELOW AND ABOVE EXPECTATION | |
|---|---|---|---|---|---|---|---|
| B - 77 | Pre | B | C | B | B | - 2 | + 2 |
| | Post | B | B | B | B | - 0 | + 4 |
| B - 78 | Pre | C | B | B | C | - 2 | + 2 |
| | Post | A | C | B | B | - 1 | + 3 |

BELOW = -
ABOVE = +

# APPENDIX AA

# GIFTED PROGRAM TUTORIAL RELEASE FORM

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT

NETHER PROVIDENCE MIDDLE SCHOOL

## Triad Tutorial Release Form

Student's Name

Grade

Subject Student is being Tutored in

This is to verify that I am requesting that my child be released from participation in the Triad tutorial program this school year.

Parent's Signature

Date

Reason: